

E. NÉMATALLAH & E. CHEVALLEY

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A  
PRACTICAL  
ARABIC COURSE

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ENGLISH TEXT EDITED BY

E. G. FINCH



CAIRO

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PRACTICAL  
ARABIC COURSE



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1924304  
A Monsieur Chisholm Dunbar Brunton,  
En bien cordial souvenir de l'auteur

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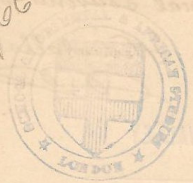
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## PREFACE

It is constantly asserted by Europeans that it is impossible for them to gain even a moderate knowledge of Arabic except after infinite toil. There is a considerable grain of truth in this assertion, for there exists no satisfactory text-book which a beginner can use with confidence or which is so arranged that the student who has some acquaintance with the language can fix his ideas of the rather intricate Arabic grammar. The existing text-books are either exhaustive treatises dealing with delicate points of the grammar of Classical Arabic, or else they are merely phrase-books of Colloquial Arabic, giving (often in a faulty transliteration) a few common phrases in a particular dialect. The object of the authors of this text-book has been to provide a scientifically arranged grammar of the *language of the Press and of ordinary business life*.

The arrangement of the work is as follows :

Part I deals with the Arabic alphabet, the pronunciation of the letters is explained, as far as possible, phonetically, and reading lessons are given.

Parts II and III provide a complete course in all the important grammatical rules with copious vocabularies and exercises.

There is an Appendix of technical and administrative terms.

Throughout the book the vowel-accent has been carefully inserted in the Arabic script. Perhaps the main difficulty in Arabic is that the vowel-accent is hardly ever written and each word has to be learnt by ear before it can be properly used. The authors hope that this feature of the book will prove particularly useful to the student.

The lessons have been so arranged as to contain no more matter than can be conveniently mastered in a single day.

It is hoped that the book will prove useful to Government officials and Army Officers and especially to those officials who are required to pass an examination in the Arabic language.

## THE AUTHORS

Cairo, December 1907.



SYMBOLS  
and  
ABBREVIATIONS

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p . . . . . page  
m . . . . . masculine  
f . . . . . feminine  
s, sing . . . . . singular  
d . . . . . dual  
pl, plur . . . . . plural

( ) In the vocabulary, Arabic words enclosed within brackets are only employed in the colloquial language.

<sup>1</sup> This symbol, which is placed over certain letters, denotes a suppressed l.



The following is the scheme of phonetics  
adopted in this book to indicate  
the Arabic pronunciation

â . . . . .	English	a	in	father
a . . . . .	“	first a	“	away
ê . . . . .	“	ai	“	pain
e . . . . .	“	e	“	men
î . . . . .	“	i	“	machine
i . . . . .	“	i	“	pity
ô . . . . .	“	o	“	glory
o . . . . .	“	o	“	top
û . . . . .	“	ou	“	soup
u . . . . .	“	oo	“	look

Part I



# READING LESSONS

EXERCISES





(1) ب ت ث

ث      ت      ب  
Tha      Ta      Ba

بَبَ      بَا (4)      ب      ب  
تَ      تَا      ت      ت  
ثَ      ثَا (5)      ث      ث

— Exercise 1 —

ثَبَّ    بَتَ    تَبَّ    ثَتَّ    تَثَّ    بَثَّ  
تَابَ<sup>(6)</sup>    ثَمَّتَ    بَابَ    ثَبَاتَ    بَاتَ    بَثَاتَ

- (1) The Arabic alphabet contains 29 letters.
- (2) *a* is the sound of alef ا , *b* that of با , etc.
- (3) Pronounced like *th* in *thin*.
- (4) For the present, we shall only consider the *alef* when it is placed in the middle or at the end of a word (ا) ; thus it serves to lengthen the vowel-sound of the preceding letter. E.g. با is pronounced *bā* and not *ba*.
- (5) These three columns show the form of the letters when written at the beginning, in the middle, or at the end of a word.
- (6) *Alef* cannot be joined to the following letter in a word.

خ ح ج

*Khi*      *Hhi*      *Gh*

ج	ج	ج	جَبَا	فَجَا <sup>(3)</sup>	بَجَجَ
د	د	د	حَبَبَ	بَبَبَ	بَحَحَ
ذ	ذ	ذ	حَبْثَ	بَبْثَ	بَحْثَ

— Exercise 2 —

جَبَاب	حِجَاب	تَاج	بَاح	حَبَا
بَاح	حِجَاب	خَاب	جِيَاب	حِجِج
خَبَا	حِيَاب	خَبِب	حَبَا	حَجَب
تَبَاح	تَبَاحَث	حَاجِب	تَعَابَث	حَاجَات

- (1) Pronounced usually like *g* in *good*.  
 (2) Pronounced like *ch* in the German *Nacht*.  
 (3) When followed by  $\text{ч}$   $\text{ц}$   $\text{ц'}$ , the letters  $\text{г}$   $\text{г'}$   $\text{г'}$  are usually written  $\text{г}$   $\text{г'}$   $\text{г'}$ .  
 They are also occasionally written thus :  $\text{г}$   $\text{г'}$   $\text{г'}$ , as will be seen later.



3rd Lesson — LETTERS OF THE ALPHABET

Vowel-accent

ُ  
Damma : u, (2)

َ  
Zāl : th (1)

ِ  
Dal : d

ُ  
Thu

ُ  
Du

دَجَا<sup>(3)</sup> حَدَثُ جَحَدُ  
ذَابُ جُدِبُ تَحَذُ

— Exercise 3 —

دَيْحُ حَدَا دَاتُ دَانُ جَاذِبُ  
حَدَثُ دُيْحُ دَجَا حَادُثُ جَدِبُ  
جَادُ حَدَا جَا حُدُ حَدِبُ جُذَاذُ  
تَحَادَثُ ذُبَابُ حَدَادُ ذَايْحُ تَحَاذِبُ

- (1) Pronounced like *th* in *though*.  
(2) The vowel-accent is three in numbers (ـَ), (ـِ) and (ـُ).  
(3) د and ذ cannot be joined to the following letter in a word.

4th Lesson — LETTERS OF THE ALPHABET

َ  
Fat-hetên : an

ز  
Zên : z

ر  
Re : r

زَا  
Zan

رَا  
Ran (1)

رَبِيحٌ<sup>(2)</sup> خَبَرٌ حَبْرٌ  
زَرْدَا جَزَرٌ حَبْرٌ  
ر ر ر  
ز ز ز

— Exercise 4 —

رَحِبَ رَاتِبَا زَادُ بَرَا حَارُ  
بُخَارَا بَرَا زَا رَدَا رَاجَا  
حَا جَزَا رُبَا جِدَارُ خَرَابُ  
زُجَا جَا بَادَرُ جَرَادَا جَزُرَا جِرَا حَا

- (1) The sign (ـَ), which adds the sound of *n* to (ـِ), must be followed by | which, however, has no vocalic value.  
(2) ر and ز cannot be joined to the following letter in a word.



5th Lesson — LETTERS OF THE ALPHABET

Kasretên : en      ش      س  
 Shin : sh      Sin : s (1)

ش      س  
 Shen      Sen

حَالِس      حَسَابًا      سَبَبُ      س      س      س  
 حَبَش      بَشَر      شَرَب      ش      ش      ش

— Exercise 5 —

شَبَاب      جَسَدًا      خَشَبُ      سَابِح      سِرَاجُ  
 حَاسِدًا      دَرَسَ      شَرَابُ      حَاسِبَ      خَدَشَ  
 حَارِس      شَرَارًا      سَحَابُ      حَبَسَ      سَاحِر  
 تَشَاوَر      سَادِسُ      شَرِس      سَدَادًا      شَبَّحَ  
 سِتَار      شَجَرًا      سَاجِد      دَاسَ      حَشَرَاتِ

(1) س is pronounced like s in sea.

6th Lesson — LETTERS OF THE ALPHABET

Dammetên : on      ض      ص  
 Dād : d (2)      Sād : s (1)

ض      ص  
 Don      Son

رَخَصَ      بَصَرُ      صَارَ      ص      ص      ص  
 خُضَضَ      حَضَرَ      ضَرَبَ      ض      ض      ض

— Exercise 6 —

ضَبَّاج      صَاحِبُ      ضَرَرًا      حَصَدَ      مَبَاحُ  
 خِضَابُ      حِصَصُ      خَاضَ      رِصَاصُ      حِصَارًا  
 صَادِرُ      ضَارِبًا      صَادَ      حَاصِرَ      صُرَاخُ  
 خَصِيبَ      ضَجَرُ      صَابِرُ      رَاضٍ      ضَبَابُ

(1) ص has an emphatic pronunciation like that of s in the French sang.

(2) ض has an emphatic pronunciation like that of d in the French dent.



7th Lesson — LETTERS OF THE ALPHABET

ط      ظ      ـ

Ta' : t (1)      Za' : z (2)      Sukūn (3)

ط      ط      ط      ظ      ظ      ظ

طَارَ      سَطَرَ      ضَبَطَ      طَارَ      سَطَرَ      ضَبَطَ

طَارَ      سَطَرَ      ضَبَطَ      طَارَ      سَطَرَ      ضَبَطَ

— Exercise 7 —

طَرَبَا      طَرَحَ      حَطَا      طَرَدَ      خِطَابَ

شَطَطَ      طَرَزَا      خَبَطَ      بَسَاطَ      خَطَبَ

طَخَا      شَطَبَ      ظَابَطَ      حَطَبَ      سَطِطَحَ

رَبَاطَا      حِطَارَ      شَاطِرَ      خَطَرُ      شَرَطَ

(1) ط has an emphatic pronunciation like that of t in the French *temps*.

(2) ظ has an emphatic pronunciation like that of z in the French *horizon*.

(3) A letter over which there is (ـ) is pronounced as a mute letter.

8th Lesson — LETTERS OF THE ALPHABET

ع      غ      ـ

Ein : a' (1)      Ghèn : g (2)      Shadda (3)

ع      غ      ع      غ      ع      غ

عُ      غُ      ع      غ      ع      غ

Gu      A'u

طَبَعَ      تَعَجَّبَ      عَذَبَ      ع      غ      ع      غ

تَبِعَ      تَعَرَّضَ      غَشِيَ      ع      غ      ع      غ

— Exercise 8 —

عَبَدَ      تَعَدَّبَ      عَضَبَ      رُبِعَ      عَدَدَ

عَصَرَ      عَرِشَ      رَغَبَ      ذِرَاعَ      غُرُرَ

غَرَدَ      رَعَدَ      غَدَارَ      عَرَبَ      صَبَاغَ

عُرَابَا      غُرَابُ      تَعَرَّزَ      رُعْبَ      تَعَبَا

(1) & (2) It is impossible to express these two letters phonetically, with any degree of exactitude. ع may be represented as guttural short a' and غ as a strongly aspirated g', but the learner would do well to learn these sounds by ear from a native.

(3) The (ـ) indicates that the letter over which it is placed is doubled.



9th Lesson — LETTERS OF THE ALPHABET

ق ف

Qāf : q (1) Fe : f

ق ف  
Qen Fen

ف ف فرس صفر عاصف  
ق ق قش فقر حق

— Exercise 9 —

فخر قصبا جفاف برق تقاح  
قصر فرع شرق ظرف فحوصا  
حق فراش قبض فجر قرار  
فراق فتن فرحا صفق قدح  
فرجا عفا رفص سققا فراخ

(1) Pronounced like a guttural q .

10th Lesson — LETTERS OF THE ALPHABET

ل ك

Lām : l Kāf : k

ل ك  
Len Ken

ك ك ك ك ك  
ل ل ل ل ل  
كيد سكر سكا  
لفظا بلدا جبلي

— Exercise 10 —

كتاب قلب تكدر بصل كتف  
أطف كبارا لاحظ (1) ضاحك لغات  
شكر جلد حبلي شباك  
حلاق كسلا كرب (2) كذاب كلب  
فاضل شك قال فكك بقال

(1) ل followed by ا is written لا .

(2) At the beginning or in the middle of a word, ك can be written ك .



11th Lesson — LETTERS OF THE ALPHABET

ن

Nûn : n

م

Mîm : m

نَ

Na

مَ

Ma

قَلَمٌ مَطَرٌ م م م  
حَسَنٌ بَنَتْ بَاتِ ن ن ن

— Exercise 11 —

نَامَ ثَمَنَ جَنَاتُ قُطْنُ نَظْمُ  
فَجَلَّ (1) مَلِكٌ نَادِمٌ مَشْمَشُ نَجْمُ  
مِرَارًا صَنَفَ نِظَامُ جَمَلًا بَنَانُ  
مَثَلٌ مَنِيرٌ تَمَلَّأَ مَحَلًّا نَصْرُ  
مِينَ مَانِعًا عِلْمُ نَعِمَ عُثْمَانُ

(1) ن is sometimes written نَ or نِ

12th Lesson — LETTERS OF THE ALPHABET

و

Waw : w

ه

He : h

وِ

Wen

(1) هِ

Hen

هَجَرَ شَهِدَ قَقَهْ ه ه ه  
وَجَهْ (2) عَوْنًا جَوَّ و و و

— Exercise 12 —

نَهْرٌ تَهَدَّدَ دُهُورٌ (3) مَوْعُودٌ زَهْرًا  
وَطَنٌ مَوَدَّةٌ (4) وَهَابٌ هُمُومٌ كَرِهَ  
جَمَاعَةٌ (5) جَهْلٌ وَرَقٌ وَصُولًا مَهْدَبَةٌ

(1) This is the form of final *he* when alone.

(2) و is never joined to a following letter.

(3) و without a vowel sign over it, serves to lengthen the sound of the preceding letter. E. g. دُهُورٌ *duhûr* and not *duhur*.

(4) Final *he* bearing two dots is simply a ت and is called *te marbûta*. It is almost always the sign of the feminine gender.

(5) The *te marbûta* bearing (ـِ) is never followed by the ل which has no vocalic value.



13th Lesson — LETTERS OF THE ALPHABET

ي (1) لا  
Ye : y Lâmalef : lâ

ي لا  
ya lâ

عَاقِلًا غُلَامٌ لَا بَسُّ لَا لَا لَا  
يَدٌ يَتِيمٌ (2) قَاضِي ي ي ي

— Exercise 13 —

وَطِيعٌ يَابِسٌ عَلَى (3) يَوْمٌ هِلَالًا  
مُصْطَفَى عَافِيَةٌ لَيْلًا يَأْقُوتٌ عَيْبِدًا  
مِصْرِيٍّ يَمِينٌ عَظِيمٌ كَرِيمَةٌ شَرِيفَةٌ

(1) لا is only the combination of ل and ا .

(2) Like ا and و , ي without a vowel sign is used to lengthen the sound of the preceding letter ; e. g. في *fi* and not *fi* . - ي is sometimes written ي or ع .

(3) Final ي , without its two dots, has no value in pronunciation and is called *alef maqsûra* ; thus, عَلَى is pronounced *a'ala*.

14th Lesson — LETTERS OF THE ALPHABET

ـ (2) ـ (1) ا  
Wasla Madda Alef  
عَبَا بَابُ أَنْ ا ا ا

— Exercise 14 —

آدَمُ بِالْجَنَّةِ آمَلُ مَاثِرٌ (3) مِنَ الْمَدْرَسَةِ  
آلِفًا بِالْخَيْرِ آخَرُ كِتَابُ الْوَلَدِ (4)  
آمَنَ مَا كُلُّ بُسْتَانٍ أَخَذَ صَبَاحُ الْخَيْرِ

(1) The (ـ) is used to lengthen the ا over which it is placed ; thus , آ equals two ا .

(2) The (ـ) is placed especially on the initial ا of certain words beginning with ا preceded immediately by a vowel-accent or by a distinct vowel sound ; it renders this ا mute and joins the preceding syllable to the following letter. E. g. مِنَ الْبَابِ must be read as *minalbâbi* and not as *mina albâbi*.

(3) When a word ends in an unaccented letter, the latter is pronounced as if it had over it a (ـ). If the letter is a *te marbûta*, it is pronounced like *he*.

(4) When a word, ending in a letter over which there is no vowel sign, has dependent upon it another beginning with ا , the unaccented letter is pronounced with the sound of « e » ; e. g. كِتَابُ الْوَلَدِ *kitâb'elwaladi*.



15th Lesson — LENGTHENING LETTERS

(1) ا و ي  
Hamza

These three letters are called *weak* or *lengthening* letters.

— Exercise 15 —

أَخْتُ <sup>(2)</sup>	خَاطِئٌ	جَزَاءُ <sup>(3)</sup>	إِكْرَامًا	بَارِئٌ
أَدَبٌ	شَوْوَنًا	إِحْسَانٌ	أَلَامِلٌ	شَيْنًا
لَوْأَلُوْهُ	حَسْبُنَا	مَوْلَانَا	شَاطِئٌ	قِرَاءَةٌ

(1) The (ء) is rarely written alone. It usually accompanies the ا and is also written over the و or the ي (which loses its two dots). This sign is placed above these letters, except when the ا is written with (ـَ); in which case, it is placed beneath, thus اِء.

(2) The (ء) renders the letter which it accompanies mute and has only the sound of the vowel by which it is accompanied.

(3) If a *weak* letter is preceded by a similar vowel-accent, it serves to lengthen this vowel-accent. - (ـَـ) is similar to ا, (ـِـ) to و and (ـِـ) to ي.

16th Lesson — REVISION OF THE ALPHABET, &c.

1 — Letters of the alphabet

ا	ب	ت	ث	ج	ح	خ
د	ذ	ر	ز	س	ش	ص
ض	ط	ظ	ع	غ	ف	ق
ك	ل	م	ن	ه	و	ي

2 — Vowel-accents and signs

a) — Vowel-accents and signs which can be used with **all the letters of the alphabet** :

ـَ ـِ ـُ ـْ ـً ـٍ ـٌ

b) — Signs which can only be placed over the ا :

ـِـ ـِـ

c) — Sign which can be used with ا, و, and ي, or which be written alone :

ء



17th Lesson — SOLAR AND LUNAR LETTERS

ال شمس (1) القمر (2)

The solar letters are :

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

— Exercise 16 —

الشمس القمر الضرورة من الأرض الأم  
بالدراهم الذهب في الدار العنب الظهر  
حقيقة الخبر مواد القانون مدينة لندن (3)

(1) When the particle *أل* is joined to a word beginning with one of the above 14 solar letters, the *ل* of this particle is not pronounced and has no (ـَ) over it, but a (ـِ) is placed over the solar letter ; e. g. *الشمس* is pronounced *ash-shams* and not *al-shams*. The solar letters are so called from the word *شمس* sun, which begins with one of them.

(2) Before the other letters, which are called *lunar*, from the word *قمر* moon, which begins with one of them, the *ل* of *أل* is pronounced and carries (ـَ) ; e.g. *القمر* *al-qamar* and not *aq-qamar*.

(3) When a word, ending in *te marbûta* without a vowel sign, has another word dependent on it, the *te* is pronounced ; e.g. *مدينة لندن* the city of London, is pronounced *ma-dînal London*.

18th Lesson — THE NUMERALS

0	صِفْر	٠	5	خَمْسَة	٥
1	وَاحِد	١	6	سِتَّة	٦
2	إِثْنَيْنِ	٢	7	سَبْعَة	٧
3	ثَلَاثَة	٣	8	ثَمَانِيَة	٨
4	أَرْبَعَة	٤	9	تِسْعَة	٩
10	عَشْرَة	١٠	21	وَاحِد وَعِشْرِينَ (1)	٢١
11	أَحَد عَشَرَ	١١	25	خَمْسَة وَعِشْرِينَ	٢٥
12	إِثْنَا عَشَرَ	١٢	30	ثَلَاثِينَ	٣٠
13	ثَلَاثَة عَشَرَ	١٣	40	أَرْبَعِينَ	٤٠
14	أَرْبَعَة عَشَرَ	١٤	50	خَمْسِينَ	٥٠
15	خَمْسَة عَشَرَ	١٥	60	سِتِّينَ	٦٠
16	سِتَّة عَشَرَ	١٦	70	سَبْعِينَ	٧٠
17	سَبْعَة عَشَرَ	١٧	80	ثَمَانِينَ	٨٠
18	ثَمَانِيَة عَشَرَ	١٨	90	تِسْعِينَ	٩٠
19	تِسْعَة عَشَرَ	١٩	97	سَبْعَة وَتِسْعِينَ	٩٧
20	عِشْرِينَ	٢٠	99	تِسْعَة وَتِسْعِينَ	٩٩

(1) From 21 onwards, *وَ* and, is placed between the units and the tens.



19th Lesson — THE NUMERALS

100	مِئَة — مِئَة	١٠٠	1000	أَلْف	١٠٠٠
200	مِئَتَيْنِ	٢٠٠	2000	أَلْفَيْنِ	٢٠٠٠
500	(1) خَمْسَ مِئَة	٥٠٠	3000	(2) ثَلَاثَة أَلْف	٣٠٠٠
700	سَبْعَ مِئَة	٧٠٠	4000	أَرْبَعَة أَلْف	٤٠٠٠
900	تِسْعِمِئَة	٩٠٠	6007	سِتَّة أَلْف وَسَبْعَة	٦٠٠٧
304	ثَلَاث مِئَة وَأَرْبَعَة	٣٠٤	8100	ثَمَانِيَة أَلْف وَمِئَة	٨١٠٠
685	سِتِّمِئَة وَخَمْسَة وَثَمَانِينَ	٦٨٥	9006	تِسْعَة أَلْف وَسِتَّة	٩٠٠٦
	(3) عَشْرَة أَلْف	١٠٠٠٠	10000		

— Exercise 17 —

Write in letters the following numbers :

١٠٦٧ — ٧١٤ — ٦٠٣ — ٢٨٧ — ٧٥ — ٢٨  
١٠٧٦٦ — ٩٣٨٤ — ٧٤١٧ — ٥١٥٠ — ٣٥٨٢

(1) The word مِئَة is generally invariable, and the numbers from 3 to 10 inclusive, which precede it, lose their ة .

(2) The word أَلْف, preceded by a number from 3 to 10 inclusive, is put in the plural أَلْف; preceded by a higher number, it remains in the singular.

(3) We shall consider later the special rules which govern the use of the numerals.

Part II



# GRAMMAR

VOCABULARIES

EXERCISES





20th Lesson — PERSONAL PRONOUNS

Vocabulary — THE SCHOOL

A school (1)	مَدْرَسَة	A student	طَالِب
A university	جَامِعَة — كَلِيَّة	The library	اَلْمَكْتَبَة
The class (2)	اَلْفِرْقَة	The desk	اَلْمَكْتَب
A head-master	نَاطِر — رَئِيس	A book	كِتَاب
A teacher	مُعَلِّم — مُدَرِّس	A copy-book	دَفْتَر
A pupil	تَلْمِيذ	A pen	رِيشَة — قَلَم

PERSONAL PRONOUNS

There are two kinds of personal pronouns : those joined to a word (*conjunctive*) and those standing alone (*disjunctive*).

I — Conjunctive Personal Pronouns

ي	عِنْدِي (with me)	I have
كَ	كِتَابُكَ (the book of thee (m))	Thy book (m)
هُ	مَدَحَهُ (he has praised him)	He has praised him

The *conjunctive* pronouns are the complements of *prepositions*, *nouns* and *verbs*.

1. The indefinite article *a* or *an* is not translated in Arabic.
2. *The* is represented by the definite article **ال**.

The *conjunctive* personal pronouns are :

1<sup>o</sup> — Conjunctive Pronouns (Singular)

هَآ	هُ	كَ	كَ	ي
Her	Him	Thy (f)	Thy (m)	Me

a) — Pronouns joined to a preposition

I have (1)	عِنْدِي ي	or	مَعِي	or	لِي
Thou hast (m)	عِنْدَكَ (2) كَ	»	مَعَكَ	»	لَكَ
Thou hast (f)	عِنْدِكَ كَ	»	مَعَكَ	»	لَكَ
He has	عِنْدَهُ هُ	»	مَعَهُ	»	لَهُ
She has	عِنْدَهَا هَآ	»	مَعَهَا	»	لَهَا (3)

1. There does not exist in Arabic a verb corresponding exactly to the English verb *to have* ; to translate the idea of *to have*, the prepositions **عِنْدَ** **مَعَ** **لِ** are used with the various conjunctive personal pronouns.

When the verb *to have* means to possess a thing in one's house, **عِنْدَ** is used ; to have it on one's person : **مَعَ**. In other cases, **لِ** is used.

2. The second person singular is in very common use in Arabic.

3. It will be noticed that in the Arabic conjugation of the verb *to have*, present tense, the **د** of **عِنْدَ**, the **ع** of **مَعَ** and the **لِ** bear in each case a (ـَ), except in the 1st person singular where they take a (ـِ) by analogy with **ي**.



21st Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE SCHOOL (continued)

Paper (4)	ورق	Ink	حبر
A review, a magazine	مجلة	A page	صحيفة — وجه
A newspaper	جريدة - (جُرْنَال)	The lesson	الدَّرْس
A pencil	قلم رصاص	An exercise	تمرين
A penknife	مقشط	A line	سطر
A ruler	مسطرة	A sentence	جملة
An ink-stand	دواة - (دَوَايَة)	A word	كلمة

b) — Pronouns joined to a noun

ي	كِتَابِي (the book of me)	My book
كَ	جَرِيدَتِكَ <sup>(2)</sup> (the newspaper of thee m)	Thy newspaper (m)
كَ	مَدْرَسَتِكَ (the school of thee f)	Thy school (f)
هُ	مُعَلِّمُهُ (the teacher of him)	His teacher (m)
هَا	وَرَقِهَا (the paper of her)	Her paper

When joined to a *noun*, the conjunctive personal pronouns represent the English possessive adjectives.

1. When the conjunctive pronouns are joined to a word ending in ة, this ة is changed to an ordinary ت.

c) — Pronouns joined to a verb

ي	مَدَحَنِي (he has praised me)	He has praised me
كَ	مَدَحَكَ (he has praised thee (m))	He has praised thee m
كَ	مَدَحَكَ (he has praised thee (f))	He has praised thee f
هُ	مَدَحَهُ (he has praised him)	He has praised him
هَا	مَدَحَهَا (he has praised her)	He has praised her

When joined to a *verb*, the conjunctive personal pronouns have the meaning of *me*, *thee*, *him*, &c. In the 1st person singular, a ن is added to the stem of the verb, before adding the ي.

— Exercise 18 —

عِنْدِي مِسْطَرَةٌ<sup>(1)</sup> وَوَرَقٌ وَقَلَمٌ وَحَبْرٌ<sup>(2)</sup> — مُعَلِّمُ الْمَدْرَسَةِ<sup>(3)</sup> — كِتَابُ  
نَاطِرِ الْجَامِعَةِ — عِنْدَهُ جَرِيدَةٌ وَمَجَلَّةٌ وَدَقَقْتُ — مَعِيَ رِيشَةٌ وَمَقِشَطٌ  
وَمَعَكَ قَلَمٌ رِصَاصٌ — دَرَسَ التِّلْمِيزُ<sup>(4)</sup> — مَدَحَ الْمُدْرِسُ<sup>(4)</sup> تِلْمِيزَهُ  
— عِنْدَكَ كِتَابُهُ وَعِنْدَهَا قَلَمُكَ وَمَجَلَّتُكَ — مَدَحَنِي نَاطِرُ الْمَدْرَسَةِ

1. We shall not, for the present, accentuate the last letter of Arabic words, for the accentuation of this letter depends on the position of these words in a sentence and is subject to certain rules which we shall consider later.
2. In enumerating a list of words, the conjunction وَ and is repeated after each word.
3. When a noun is determined by another or a succession of other nouns dependent each upon another, the last alone takes the article ال, unless it is a proper noun; the preposition of which connects these nouns is not translated.
4. In Arabic, the subject is generally placed after the verb.



22nd Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM

The furniture (الْمُؤَيَّلَةُ) —

The dining-table أَلْمَائِدَةُ — أَلْسُفْرَةُ

A cupboard خَزَانَةٌ — (دُولَاب)

The side-board خَزَانَةُ أَلْسُفْرَةِ<sup>(1)</sup>

A chair كُرْسِيٌّ

The cover أَدْوَاتُ أَلْسُفْرَةِ — (طَقْمُ أَلْسُفْرَةِ)

The cloth	غِطَاءُ أَلْمَائِدَةِ	A knife	سِكِّين
A serviette	فُوطَةٌ	A fork	شَوْكَةٌ
A spoon	مِلْعَقَةٌ	A dish	طَبَق

2<sup>o</sup> — Conjunctive Pronouns (Plural)

نا	كُمْ	كُنَّ	هُنَّ	هُمْ
Us	You (m)	You (f)	Them (f)	Them (m)

3<sup>o</sup> — Conjunctive Pronouns (Dual)

كُمَا	هُمَا <sup>(2)</sup>
You two (m & f)	They two (m & f)

1. When a word in English is rendered in Arabic by two nouns, the one depending on the other, the definite article ال is placed only before the second.

2. In colloquial Arabic, the pronouns of the dual and feminine plural are replaced by those of the masculine plural.

a) — Pronouns joined to a preposition

We have	عِنْدَنَا	نا	or	مَعَنَا	or	لَنَا
You have (m)	عِنْدَكُمْ	كُمْ	»	مَعَكُمْ	»	لَكُمْ
You have (f)	عِنْدَكُنَّ	كُنَّ	»	مَعَكُنَّ	»	لَكُنَّ
They have (m)	عِنْدَهُمْ	هُمْ	»	مَعَهُمْ	»	لَهُمْ
They have (f)	عِنْدَهُنَّ	هُنَّ	»	مَعَهُنَّ	»	لَهُنَّ
You have (d)	عِنْدَكُمَا	كُمَا	or	مَعَكُمَا	or	لَكُمَا
They have (d)	عِنْدَهُمَا	هُمَا	»	مَعَهُمَا	»	لَهُمَا <sup>(1)</sup>

b) — Pronouns joined to a noun

Your drawer (m)	خَزَائِنُكُمْ	Their copy-book (f)	دَفْتَرُهُنَّ
Our desk	مَكْتَبُنَا	Your review (f)	مَجْلَتُكُنَّ
Their lesson (m)	دَرْسُهُمْ	Your pen (d)	رِيشَتُكُمَا

c) — Pronouns joined to a verb

He has praised us	مَدَحَنَا	He has praised them (f)	مَدَحَهُنَّ
He has praised you (m)	مَدَحَكُمْ	He has praised you (d)	مَدَحَكُمَا
He has praised them (m)	مَدَحَهُمْ	He has praised you (f)	مَدَحَكُنَّ

1. See page 29, (3).



23rd Lesson — DISJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM (continued)

A plate	صَحْن	A bottle (قِرَازَة)	زُجَاجَة —
The salt-cellar	أَمْلَاحَة	A cup	فَنِجَان
A glass	قَدَح — كَأْس	The saucer	صَحْن الْفَنِجَان
(The) food	أَلَا كُل — أَطْعَام		
(The) bread (الْعِيش)	الْخُبْز —	(The) fish	السَّمَك
(The) meat	اللَّحْم	(The) dessert, fruits	الْفَاكِهَة
(The) drink	الشَّرْب		
Water	مَاء — (مِيَّة)	Wine	نَبِيذ — (نَيْت)
The dining-room	أَوْضَة السُّفْرَة		

II — Disjunctive Personal Pronouns

The *disjunctive* personal pronouns are :

1 <sup>o</sup> — Singular :	أَنَا	أَنْتَ	أَنْتِ	هُوَ	هِيَ
	I	Thou (m)	Thou (f)	He	She
2 <sup>o</sup> — Plural :	نَحْنُ	أَنْتُمْ	أَنْتُنَّ	هُمْ	هُنَّ
	We	You (m)	You (f)	They (m)	They (f)
3 <sup>o</sup> — Dual :	أَنْتُمَا	هُمَا			
	You two (m & f)	They two (m & f)			

أَنَا غَنِيَّ (I rich) I am rich

هُوَ فَقِيرٌ (he poor) He is poor

The *disjunctive* personal pronouns are always used as subjects.

I (am)	أَنَا	You (are) (d)	أَنْتُمَا
Thou (art) (m)	أَنْتَ	You (are) (pl.m)	أَنْتُمْ
Thou (art) (f)	أَنْتِ	You (are) (pl.f)	أَنْتُنَّ
He (is)	هُوَ	They (are) (d)	هُمَا
She (is)	هِيَ	They (are) (pl.m)	هُمْ
We (are)	نَحْنُ	They (are) (pl.f)	هُنَّ

The *disjunctive* personal pronouns render in Arabic the present tense of the verb *to be*.

The book (is) useful أَلِكِتَابُ مُفِيدٌ

The water (is) in the glass أَلْمَاءُ فِي الْقَدَحِ (1)

The serviette (is) on the chair أَلْفُوطَةٌ عَلَى الْكُرْسِيِّ (2)

As a rule, in Arabic the present tense of the verb *to be* is not translated in the case where in English it is followed by an attributive adjective or a circumstantial complement.

1. فِي in, into.

2. عَلَى on, upon, over.



25th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — A ROOM (continued)

The furniture		الأثاث	
A table	(طاوِلَة)	A box	صندوق
A drawer	دُرَج	The carpet	البساط
A chest of drawers	خزانة بأدراج	A curtain	ستارة
A shelf	رَفّ	A lamp	مِصباح — (لَمْبَة)
A looking-glass	مِرآة	An image, a portrait	صورة
A sofa	ديوان	A drawing	رسم
A room		غُرْفَة — أَوْضَة — قَاعَة	

To accept, to agree to	(a) قَبِلَ	To sit	(o) قَعَدَ — (i) جَلَسَ
To shut	(i) غَلَقَ — (o) قَفَلَ	To send	(a) بَعَثَ
To sweep	(o) كَنَسَ	To beg, to ask for	(o) طَلَبَ
To explain	(a) شَرَحَ	To pronounce	(i) لَفَظَ
To do, to make		(a) عَمِلَ — (a) صَنَعَ	

Yes | نعم | No | لا

He has drunk | شَرِبَ | Has he drunk ? | أَشْرَبَ ؟ |

Past Tense (interrogatively)

Have I drunk ?	هَلْ شَرِبْتُ ؟	Have we drunk ?	أَشْرَبْنَا ؟
Hast thou drunk (m) ?	هَلْ شَرِبْتَ ؟	Have you drunk (m) ?	أَشْرَبْتُمْ ؟
Hast thou drunk (f) ?	هَلْ شَرِبْتِ ؟	Have you drunk (f) ?	أَشْرَبْتُنَّ ؟
Has he drunk ?	هَلْ شَرِبَ ؟	Have they drunk (m) ?	أَشْرَبُوا ؟
Has she drunk ?	هَلْ شَرِبَتْ ؟	Have they drunk (f) ?	أَشْرَبْنَ ؟ (1)

— Exercise 20 —

هَلْ كَنَسَ غُرْفَةَ النَّاطِرِ وَأَوْضَةَ السُّفْرَةِ ؟ — أَبَعَثَ الْجَرِيدَةَ  
وَالْمَجَلَّةَ ؟ — بَعَثَ الْجَرِيدَةَ لَا الْمَجَلَّةَ — هَلْ قَبِلَ الْمُعَلِّمُ تَلْمِيزَهُ ؟  
— نَعَمْ قَبْلَهُ — عِنْدِي مِرآة وَلَمْبَة فِي الْأَوْضَةِ — هَلْ جَلَسْتُمْ عَلَى  
الدِّيَوَانِ ؟ — هَلْ صَنَعُوا أَثَاثَ الْمَدْرَسَةِ ؟ — لَفَظْتُ الْكَلِمَةَ وَالْجُمْلَةَ  
— عَمِلْنَا صُورَةَ النَّاطِرِ وَرَسَمَ الْجَامِعَةَ — هَلْ كَتَبَ التِّلْمِيزُ بِالْجَبْرِ ؟

— Exercise 21 —

Did you send the carpet and the curtain ? — Has the teacher opened the door and the window ? — No, the teacher has opened the door and shut the window. — Have you made (m) the furniture of our room ? — Has she swept the room ? — Have they accepted (m) the pupil in the school ? — Have you copied (f) the exercise in the copy-book ? — Have we drunk a bottle of wine ? — Have they made (m) the portrait of their teacher ?

1. The dual form of the past tense having been given in the preceding lesson, it is unnecessary to repeat it in each lesson.



26th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — TIME

The day	الْيَوْمَ	The month	الشَّهْرَ
The week	الْأُسْبُوعَ	(The) time	الْوَقْتُ — الزَّمَنَ
Sunday	الْأَحَدَ — يَوْمَ الْاَحَدِ		
Monday	الْاِثْنَيْنِ	Thursday	الْخَمِيسَ
Tuesday	الْثَلَاثَاءَ	Friday	الْجُمُعَةَ
Wednesday	الْأَرْبَعَاءَ	Saturday	السَّبْتَ
يناير	فبراير	مارس	أبريل
January	February	March	April
مايو	يونيو	يوليو	أغسطس
May	June	July	August
سبتمبر	أكتوبر	نوفمبر	ديسمبر
September	October	November	December
To arrive	(a) قَدِمَ	To do	(a) فَعَلَ
To return	(i) رَجَعَ	To understand	(a) فَهِمَ
To examine	(a) فَحَصَ	To suppress	(i) حَذَفَ
To learn (by heart), to guard, to preserve	(a) حَفِظَ		
Or	(d) أَوْ — أَمْ	How ?	كَيْفَ ؟

1. أَمْ is used particularly in interrogative sentences introduced by أ.

I opened

فَتَحْتُ

I did not open

مَا فَتَحْتُ

Past Tense (negatively)

I did not open	مَا فَتَحْتُ	We did not open	مَا فَتَحْنَا
Thou didst not open (m)	مَا فَتَحْتَ (m)	You did not open (m)	مَا فَتَحْتُمْ
Thou didst not open (f)	مَا فَتَحْتَ (f)	You did not open (f)	مَا فَتَحْتُنَّ
He did not open	مَا فَتَحَ	They did not open (m)	مَا فَتَحُوا
She did not open	مَا فَتَحَتْ	They did not open (f)	مَا فَتَحْنَ

— Exercise 22 —

هَلْ دَخَلُوا أَوْ خَرَجُوا؟ — أَجَلَسْتُ عَلَى الدِّيْوَانِ أَمْ عَلَى الْكَرْسِيِّ؟  
 — مَا فَهِمَ الدَّرْسَ وَمَا كَتَبَ التَّمْرِينَ — أَقَدِمُوا يَوْمَ السَّبْتِ أَمْ يَوْمَ  
 الْاَحَدِ؟ — كَيْفَ صَنَعُوا الْخِزَانَةَ وَالْمَكْتَبَ فِي يَوْمٍ؟ — أَمَا<sup>(d)</sup>  
 رَجَعْتُمْ يَوْمَ الْخَمِيسِ ١٤ أَوْ أَيْسَرُ؟ — أَمَا فَتَحْتَ الدُّرَجَ؟

— Exercise 23 —

Have they suppressed (m) a word or a sentence? — We did not shut our room. — Have you not made (s.m) their writing-desk? — How did they open (m) the drawer? — Have you understood (s.f) your lesson? — I have not written the exercise in the school. — How did the teacher examine his pupil? — Did they not open the door and the window?

1. To conjugate the past tense of a verb, interrogatively and negatively, the particle أَمَا is placed before it.

شرح = To explain  
 فحص = ... examine  
 حذف = ... suppress



27th Lesson — PRESENT & FUTURE OF S. T. V.  
Vocabulary — TIME (continued)

Spring	الرَّيَّع	Autumn	الْخَرِيف
Summer	الصَّيْف	Winter	الشِّتَاء
Season	فَصْل	In the evening	مَسَاء
Year	سَنَة — عَام	In the night	لَيْلًا
Hour	سَاعَة	Noon	الظُّهْر
Minute	دَقِيقَة	To-day	الْيَوْم
Morning	صَبَاح	Yesterday	أَمْس — أَلْبَارِح
Evening	مَسَاء	To-morrow	غَدًا — (بُكْرَة)
Night	لَيْل	The day after to-morrow	بَعْدَ غَد
In the morning	صَبَاحًا	Now	الآن

The day before yesterday      أَوَّلَ أَمْس — أَوَّلَ الْبَارِح

To enter	(o) دَخَلَ	To look at	نَظَرَ (o) إِلَى
To go out	(o) خَرَجَ	To learn, to know	عَلِمَ (a)
To go	(a) ذَهَبَ	To know	عَرَفَ (i)
To come, to be present	حَضَرَ (o)		
From	مِنْ	To, towards, till	إِلَى

He entered (دَخَلَ)      He enters (يَدْخُلُ)

Present and Future Tense

I enter, shall enter	أَدْخُلُ	We enter	نَدْخُلُ
Thou dost enter (m)	تَدْخُلُ (أَنْتَ)	You enter (pl.m)	تَدْخُلُونَ
Thou dost enter (f)	تَدْخُلِينَ	You enter (pl.f)	تَدْخُلْنَ
He enters	يَدْخُلُ	They enter (pl.m)	يَدْخُلُونَ
She enters	تَدْخُلُ (هِيَ)	They enter (pl.f)	يَدْخُلْنَ
You enter (d)	تَدْخُلَانِ (أَنْتُمَا)	They enter (d.m)	يَدْخُلَانِ
They enter (d.f)	تَدْخُلَانِ (هُمَا)		

The *present tense* is formed from the past by placing before it one of the prefixes ي . ن . ت . ا . The first radical of simple trilateral verbs must always have a (ـُ) over it; the vowel-sound over the second radical varies and must be learnt either by practice or from the dictionary (1). The vowel-sound over the 3rd radical varies according to the particles which may precede the present tense.

— Exercise 24 —

ذَهَبَ الشِّتَاءُ وَقَدِمَ الرَّيَّعُ وَيَذْهَبُ الصَّيْفُ وَيَقْدُمُ الْخَرِيفُ —  
أَخْرَجُ يَوْمَ السَّبْتِ وَأَرْجِعُ فِي مَسَاءِ الْأَحَدِ — خَرَجْنَا لَيْلًا أَمْسَ  
وَأَوَّلَ أَمْسَ — أَبْعَثُ صُورَتِي إِلَى مُعَلِّمِي غَدًا أَوْ بَعْدَ غَدَ

1. For the verbs contained in this book, the letters (a), (i), (o) following these verbs indicate that the 2nd radical of the present or future tense is (ـَ), (ـِ) or (ـُ) respectively.



28th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE BED-ROOM

The bed	السَّرِير	A portmanteau	(شَمَاعَة)
A mattress	فَرْشَة — (مَرْتَبَة)	The dressing-table	الْمَغْسَل
A bolster, a pillow	مِجْدَة	The water-jug	الْإِبْرِيْق
The bed-clothes	الْمَلَايَة	The basin	(الطَّشْت)
The quilt	الْقِطَاء — (الْحَرَام)	A brush	فَرْشَة
The mosquito-curtain	الْنَامُوسِيَة	The comb	الْمِشْط
A candle-stick	شَمْعَدَان	The razor	الْمُوسَى — (الْمُوس)
Matches	كِبْرِيْت	The scissors	الْمَقْص
A clock	سَاعَة	Soap	صَابُون

The bed-room      أَوْضَة النُّوم

To wash	(i) غَسَلَ	To wipe, to clean	(a) مَسَحَ
To tie, to attach	(o) رَبَطَ	To shave	(i) حَلَقَ
To breakfast	(o) فَطَرَ	To be sleepy	(a) نَعَسَ

To count, to calculate      (o) حَسَبَ

When ?      متى ؟      What ?      مَاذَا ؟

We go

نَذْهَبُ

Do we go ?

هل نَذْهَبُ ؟  
أَنْذْهَبُ ؟

Present Tense (interrogatively)

Do I go ?	أَأَذْهَبُ ؟	Do we go ?	هل نَذْهَبُ ؟
Dost thou go (m) ?	أَتَذْهَبُ ؟	Do you go (m) ?	هل تَذْهَبُونَ ؟
Dost thou go (f) ?	أَتَذْهَبِينَ ؟	Do you go (f) ?	هل تَذْهَبْنَ ؟
Does he go ?	أَيَذْهَبُ ؟	Do they go (m) ?	هل يَذْهَبُونَ ؟
Does she go ?	أَتَذْهَبُ ؟	Do they go (f) ?	هل يَذْهَبْنَ ؟

— Exercise 25 —

أَيُخَضِّرُ النَّظِيرُ أَمَ (١) الْمَعْلَمُ ؟ — أَغْسِلُ الْمَلَايَة الْيَوْمَ — مَتَى يَخْرُجُونَ  
مِنَ الْأَوْضَة ؟ — مَاذَا يَفْعَلُ الْآنَ ؟ — هَلْ غَسَلْتُ الطَّشْت وَالْإِبْرِيْق  
بِالصَّابُونِ ؟ — مَتَى تَقْطُرُ ؟ — مَاذَا تَحْسِبُونَ ؟ — مَتَى يَحْلِفُونَ ؟  
أَيَعْرِفُ مَاذَا يَكْتُبُونَ وَيَفْهَمُ مَاذَا يَشْرَحُونَ ؟

— Exercise 26 —

Have you a brush and a comb in the drawer ? — Do you  
wipe (s.m) the razor and the scissors ? — How do you  
attach (s.f) your mosquito-curtain ? — Does he know when  
they breakfast (m) in the bed-room ? — What have you  
learnt from your lesson ? — The pillow (is) on the bed. —  
The clock (is) on the table. — When will they go out and  
when will they return ? — What have you done ?

1. When a word, the last letter of which carries (ـُ) , is followed by another word beginning with (ـِ) , the (ـُ) is changed to (ـِ) , for the sake of euphony. Exceptions : مِنْ becomes مِنْ and the final م of the masculine plural pronoun takes (ـِ) .



29th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE FAMILY

The father	أَبٌ — أَلَّابٌ	The grand father	جَدٌ
The mother	أُمٌّ — أَلَّامٌ	The grand mother	جَدَّةٌ
The brother	أَخٌ — أَلَّخٌ	A man	رَجُلٌ
The sister	أَخْتٌ — أَلَّخْتٌ	A woman	إِمْرَأَةٌ
The son	ابْنٌ — أَلَّابْنٌ	A friend	صَدِيقٌ
The daughter	بِنْتُ — أَلَّابْنَةُ	An enemy	عَدُوٌّ
The child	وَلَدٌ — أَلَّوَلَدٌ	The family	أَلْعَائِلَةُ
The uncle	أَخِي — أَلَّخَالٌ	Peter	بَطْرُسُ
The aunt	أُمِّي — أَلَّخَالَةٌ	Paul	بُولُسُ
The nephew	أَخِي — أَلَّابْنُ أَخِي	John	يُوحَنَّا
The niece	أَخْتِي — أَلَّابْنَةُ أَخِي	Mary	مَرْيَمُ
The cousin (m)	أَخِي — أَلَّابْنُ أَخِي		
The cousin (f)	أَخْتِي — أَلَّابْنَةُ أَخِي		
To thank	(o) شَكَرَ	To strike, to beat	(i) ضَرَبَ
To be tired	(a) تَعِبَ	To serve	(i) خَدَمَ
To hate, to detest	(a) كَرِهَ — (o) بَغَضَ		
Why ?	لِمَاذَا ؟	Where ?	أَيْنَ ؟

I strike أَضْرِبُ | I do not strike لَا أَضْرِبُ

Present Tense (negatively)

I do not strike	لَا أَضْرِبُ	We do not strike	لَا نَضْرِبُ
Thou dost not strike (m)	لَا تَضْرِبُ	You do not strike (m)	لَا تَضْرِبُونَ
Thou dost not strike (f)	لَا تَضْرِبِينَ	You do not strike (f)	لَا تَضْرِبْنَ
He does not strike	لَا يَضْرِبُ	They do not strike (m)	لَا يَضْرِبُونَ
She does not strike	لَا تَضْرِبُ	They do not strike (f)	لَا يَضْرِبْنَ

— Exercise 27 —

أَيْنَ وَالِدُكَ وَوَالِدَتُكَ ؟ — وَالِدِي فِي غُرْفَةِ شَقِيقِي وَلَا أَعْرِفُ أَيْنَ  
وَالِدَتِي — لَا أَفْهَمُ لِمَاذَا بُولُسُ يَضْرِبُ ابْنَهُ وَأَبْنَتَهُ — بَطْرُسُ يَخْدُمُ  
صَدِيقَهُ وَعَدُوَّهُ — أَلَا <sup>(1)</sup> تَعْرِفِينَ أَيْنَ ذَهَبَتْ شَقِيقَتُكَ وَمَتَى تَرْجِعُ ؟  
لِمَاذَا يَكْرَهُونَ خَالَتَهُمْ وَعَائِلَتَهَا ؟ — أَمَّا <sup>(2)</sup> تَعْرِفُونَ مِنْ أَيْنَ نَقْدَمُ ؟

— Exercise 28 —

He does not hate his enemy. — Why do you not thank  
your teacher ? — Mary does not strike her child. — Do you  
not know why we came the day before yesterday and why  
we shall return to-morrow morning ? — Where will they  
go (f) ? — I do not know why Peter does not praise me and  
does not thank my brother. — Has she not been tired yes-  
terday evening ? — Do you know my family ?

1. To conjugate a verb in the present tense, interrogatively and nega-  
tively at the same time, **أَلَا** is placed before it.

2. **مَا** is also used with the present tense which then has a present (but  
not a future) signification.



30th Lesson — FUTURE OF SIMPLE TRILITERAL VERBS  
Vocabulary — A STREET

A street	شارع	A hospital (إِسْتِثَالِيَّة)	مُسْتَشْفَى
A lane	حَارَّة — زُقَاق	A dispensary (أَجْزَاخَانَة)	
A road	سِكَّة	The market, the bazaar	السُّوق
The way	الطَّرِيق	A carriage (عَرَبِيَّة)	عَرَبَة —
The ground	الْأَرْض	A bicycle	دَرَّاجَة
A church	كَنِيسَة	A gentleman (خَوَاجَة)	
A mosque	جَامِع	A lady (سَيِّدَة)	سَيِّدَة — (سَيِّدَة)
A square	سَاحَة — مِيدَان	A bridge (كُوبَرِي)	
A house	بَيْت — مَنَزَل	A stream, a canal	نُورَة
A garden	بُسْتَان — (جَنِينَة)	The river	النَّهْر
A store	مَخْزَن	The sea	الْبَحْر
A shop	دُكَّان	The quay	الرَّصِيف

To ride, to drive	(a) رَكَبَ	To steal	(i) سَرَقَ
To flee, to run away	(o) هَرَبَ	To overtake, to join	(a) لَحِقَ
To be drowned	(a) غَرِقَ	To go away from	بَعْدَ (o) عَنَ

To approach, to get near قَرَبَ (o) مِنْ

But وَلَكِنْ | Between بَيْنَ

He flees يَهْرُبُ | He will flee سَيَهْرُبُ (1) سَوْفَ يَهْرُبُ

Future

I shall flee	سَأَهْرُبُ	We shall flee	سَنَهْرُبُ
Thou wilt flee (m)	سَتَهْرُبُ	You will flee (m)	سَتَهْرُبُونَ
Thou wilt flee (f)	سَتَهْرُبِينَ	You will flee (f)	سَتَهْرُبْنَ
He will flee	سَيَهْرُبُ	They will flee (m)	سَيَهْرُبُونَ
She will flee	سَتَهْرُبُ	They will flee (f)	سَيَهْرُبْنَ

— Exercise 29 —

سَأَهْرُبُ إِلَى الْبُسْتَانِ — سَأَخْرُجُ الْآنَ مِنَ الْبَيْتِ وَلَكِنْ عَمِّي  
سَيَخْرُجُ فِي الْمَسَاءِ — سَيَلْحِقُ أُمَّرَأَتَهُ وَأَبْنَاهُ فِي الطَّرِيقِ — أَيْنَ  
مَنْزِلُكُمْ؟ — مَنْزِلُنَا فِي السَّاحَةِ بَيْنَ النَّهْرِ وَسِكَّةِ الْبُسْتَانِ — سَنَرْكَبُ  
عَرَبَةً وَنَذْهَبُ إِلَى الرَّصِيفِ — سَأَبْعُدُ عَنْهُمْ وَلَكِنْ سَأَقْرُبُ مِنْكُمْ

— Exercise 30 —

The lady will overtake her child at the house. — Our dispensary (is) between the hospital and the church. — Peter will go to (the) school, but his cousin will go to the garden. — We shall sit between our uncle and our aunt. — Is the bridge over the stream or over the river? — Do you know why John will go out to-morrow? — Yes, but we do not know why he will not come to us.

1. To denote future time affirmatively, سَ or سَوْفَ is placed before the present tense; سَ indicates the near future, and سَوْفَ, which is rarely used, expresses a remote future.



31st Lesson — IMPERATIVE OF SIMPLE TRILITERAL VERBS

Vocabulary — DRESS

A suit of clothes	ثَوْبٌ — بَدَلَةٌ	A handkerchief	مِنْدِيلٌ
A skirt	فُسْتَانٌ	A shoe	جَزْمَةٌ
The hat	(الْبُرَيْطَةُ)	A stocking	(شُرَابٌ)
The tarboosh	(الطَّرْبُوشُ)	A belt	حِزَامٌ
A shirt	قَمِيصٌ	A watch	سَاعَةٌ
A waist-coat	صَدْرَةٌ — (صَدِيرِي)	A chain	سِلْسِلَةٌ — (أَسْتِيكٌ)
The trousers	(الْبَنْطَلُونُ)	A parasol	شَمْسِيَّةٌ
The jacket	السَّيْرَةُ	A fan	مِرْوَحَةٌ
A pocket	جَيْبٌ	A cane	عَصَا — (عَصَايَةٌ)
A shelf	كُفٌّ	The purse	أَلَكِيسٌ
A tie	رِبَاطٌ رَقَبَةٌ	A ring	خَاتَمٌ

To dress, to wear	(a) لَبَسَ	To possess	(i) مَلَكَ
To draw, to sketch	(o) رَسَمَ	To lie down	(o) رَقَدَ
To succeed	(a) نَجَحَ	To refuse	(i) رَفَضَ

To mix, to mingle (i) خَلَطَ — (o) مَزَجَ

Almost, nearly (i) تَقْرِبًا | Without (i) بِلَا — مِنْ غَيْرِ — بِدُونِ

Refuse (s.m) (إِـ رَفِضْ (أ ـ ع ـ نـ )

Thank (s.m) (أَشْكُرْ (أ ـ ع ـ نـ )

Imperative

Refuse (s.m)	إِـ رَفِضْ	Refuse (pl.m)	إِـ رَفِضُوا
Refuse (s.f)	إِـ رَفِضِي	Refuse (pl.f)	إِـ رَفِضْنَ

Refuse (d m & f) إِـ رَفِضَا

Thank (s.m)	أَشْكُرْ	Thank (pl.m)	أَشْكُرُوا
Thank (s.f)	أَشْكُرِي	Thank (pl.f)	أَشْكُرْنَ

Thank (d m & f) أَشْكُرَا

The imperative is formed from the present indicative by replacing the prefixed-letter of the latter by إ and suppressing final ن , except in the case of 2nd person feminine plural.

However, if the 2nd radical of the present tense carries (ث), the إ in the imperative is written (ث).

Let us refuse لِنَرَفِضْ

Let us thank لِنَشْكُرْ

The 1st person plural of the imperative is represented by the 1st person plural of the present indicative preceded by the imperative particle إ .



## Vocabulary — THE HUMAN BODY

The parts of the body of the man		الاجزاء الجسمانية للإنسان	
The head	الرأس	The limbs	الأجزاء
The face	الوجه	The arm	الذراع
The neck	الرقبة — العنق	The elbow	المرفق — الماكوع
The hair	الشعر	The fore-arm	الساعد
The trunk	الجذع	The hand	اليد — (الأجزاء) — الأصابع
The shoulder	الكتف	The finger	الإصبع
The chest, the breast	الصدر	The thigh	الفخذ
The belly	البطن	The knee	الركبة
The stomach	المعدة	The leg	الساق
The back	الظهر	The foot	الرجل
To wound	(a) جرح	To raise, to lift	(a) رفع
To turn (the head)	(t) لفت	To dive, to plunge	(t) غطس
To forbid, to prevent	(a) مبع	To be useful	(a) نفع
To name, to cite, to mention	(o) ذكر	Afterwards, then	لاحقاً
At first, first of all	أولاً		

Raise ! (s.m)	لا ترفع	Do not raise	إِرفَعْ
Mention ! (s.m)	لا تذكر	Do not mention	أذْكُرْ

## Imperative (negatively)

Do not raise (s.m)	لا ترفع	Do not raise (pl.m)	لا ترفعوا
Do not raise (s.f)	لا ترفعي	Do not raise (pl.f)	لا ترفعن

Do not raise (d m &amp; f) لا ترفعاً

To conjugate the imperative *negatively*, the present tense is used preceded by the *prohibitive* particle *لَا* ; the final *ن* is suppressed, except in the case of the 2nd person feminine plural. (1)

## — Exercise 31 —

Plunge your head into the water. — Has the pupil succeeded ? — What are you mixing ? — Name me first the parts of the trunk, then the limbs. — Do not lift your hand. — Why does he turn his head ? — Dress yourself first, then go out with my father. — Draw the portrait of our friend Paul. — Sit on the sofa. — How did he wound her ?

1. The *prohibitive* particle *لَا* must not be confused with the *negative* particle *لَا* which we have already studied. Although spelt in the same way, they differ in force and use, as will be seen later. To distinguish them, it is sufficient for the time being to rely on a common-sense idea of the writer's meaning.



33rd Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary — THE HUMAN BODY (continued)

The head	الرَّأْسُ	The chin	الذَّقْنُ
The forehead	الْجَبْهَةُ — الْجَيْنِ	The moustache	الشَّارِبُ (الشَّنبُ)
The eye-brow	الْحَاجِبُ	The beard	اللِّحْيَةُ
The eye	الْعَيْنُ	The hand	الْيَدُ — (الْإِيْدُ)
The eyelid	الْجَفْنُ	The wrist	الْمِعْصَمُ — الرَّتْدُ
The cheek	الْخَدُّ	The fingers	الْأَصَابِعُ
The ear	الْأُذُنُ — (الْوَدْنُ)	The thumb	الْإِصْبَهُ
The nose	الْأَنْفُ	The index	السَّبَابَةُ
The mouth	الْفَمُ — (الْحَنَكُ)	The joint	الْمُعْدَةُ
The lip	الشَّفَةُ	The nail	الظُّفْرُ
The tongue	اللِّسَانُ	The foot	الرِّجْلُ
The tooth	السِّنُّ	The ankle	الْكَعْبُ
To translate	تَرْجَمَ	To prove, to demonstrate	بَرَهَنَ
To roll	دَحْرَجَ	To decorate	زَخَرَفَ
To gain, to bribe	بَرَّطَلَ	To shake	زَعَزَعَ
To trouble, to throw into confusion	بَلَّلَ		
Especially	خُصُوصًا — لَا سِيَّ	According to	بِحَسَبِ

To translate, he translated ( — — — ) تَرْجَمَ

He translates ( — — — ) يَتَرْجِمُ

Past Tense

I translated	تَرْجَمْتُ	We translated	تَرْجَمْنَا
Thou didst translate (m)	تَرْجَمْتَ	You translated (pl.m)	تَرْجَمْتُمْ
Thou didst translate (f)	تَرْجَمْتِ	You translated (pl.f)	تَرْجَمْتُنَّ
He translated	تَرْجَمَ	They translated (pl.m)	تَرْجَمُوا
She translated	تَرْجَمَتْ	They translated (pl.f)	تَرْجَمْنَ
You translated (d)	تَرْجَمْتُمَا	They translated (d.m)	تَرْجَمَا

They translated (d.f) تَرْجَمْتَا

Present & Future Tense

I translate	أَتَرْجِمُ	We translate	نَتَرْجِمُ
Thou dost translate (m)	تَتَرْجِمُ	You translate (pl.m)	تَتَرْجِمُونَ
Thou dost translate (f)	تَتَرْجِمِينَ	You translate (pl.f)	تَتَرْجِمْنَ
He translates	يَتَرْجِمُ	They translate (pl.m)	يَتَرْجِمُونَ
She translates	يَتَرْجِمُ	They translate (pl.f)	يَتَرْجِمْنَ
You translate (d)	يَتَرْجِمَانِ	They translate (d.m)	يَتَرْجِمَانِ

They translate (d.f) يَتَرْجِمَانِ



34th Lesson — SIMPLE QUADRILITERAL VERBS  
Vocabulary — ANIMALS

The lion	الأسد — السبع	The elephant	الفيل
The mane	العُرف	The trunk	الخرطوم
The mouth	الفم — الحلق	A tusk	ناب
The tail	الذيل	The camel	الجمل
A paw	رجل	The dromedary	الهيّج
A claw	مخالب — ظفر	The gazelle	الغزال
The ass	الحمار	The dog	الكلب
The hoof	الحافر	The cat	القط — البر
The saddle	السرّج	The rat	الفأر
The stirrups	الركاب	The cock	الدّيك
The bridle	اللجام	An animal	حيوان

To slay	(a) ذبح	To swim	(a) سبح
To kill	(o) قتل	To suck	(a) رضع
To fatten	(a) سمن	To bark	(a) نبّح

To precede, to go before (i) سبق

Here	هنا	There	هناك
------	-----	-------	------

Translate (s.m) ( — — — ) ترجم

Imperative

Translate (s.m)	ترجم	Translate (pl.m)	ترجموا
Translate (s.f)	ترجمي	Translate (pl.f)	ترجمن
Translate (d m & f) (1) ترجموا			
Let us translate		(2) لنترجم	

— Exercise 32 —

أتدبّحون الدّيك هنا أم هناك؟ — جرح أضعه بالسّكين وخده  
ودقنه بالموسى — ترجموا الدرس أولاً ثم اذهبوا إلى البستان  
— خرج الحمار بلا سرج — أكلب صديق الإنسان — زخرفوا  
البيت وخصّوصاً أوضة السفرة — كيف سرقوا الكيس من  
جيبها وخصّوصاً الخاتم من يدها؟

1. As we have seen, in the case of simple *triliteral* verbs, practice and the dictionary can alone indicate the vowel-sound of the 2nd radical. Moreover, the prefixed-letter has always a ( — ) over it.

In the case of simple *quadriliteral* verbs, the 2nd radical always bears a ( — ) and the prefixed-letter a ( — ); the 3rd radical is always accompanied by a ( — ) in the past and by a ( — ) in the present and imperative.

2. Simple *quadriliteral* verbs are conjugated in all their tenses like — ترجم — .

The interrogative, negative and prohibitive particles are used with *quadriliteral* verbs, in exactly the same way as with *triliteral* verbs.



35th Lesson - PRESENT PRECEDED BY CERTAIN PARTICLES

Vocabulary — ANIMALS (continued)

The horse	أَلْجَوَادُ — أَلْحِصَانُ	The fish	السَّمَكَةُ
The mare	أَلْفَرَسُ	The monkey	أَلْفَرْدُ
The mule	أَلْبَغْلُ	The fox	أَلْتَلْبُ
The ox	أَلثَّوْرُ	The crow	أَلْغُرَابُ
The cow	أَلْبَقَرَةُ	The sparrow	أَلْمُصْفُورُ
The sheep	أَلْخِرَافُ	The pigeon	أَلْحَمَامَةُ
The ewe	أَلنَّعْجَةُ	The locusts	أَلْجَرَادُ
The goat	أَلْعِزَّةُ — أَلْمَعْرَةَ	The ant	أَلنَّمْلَةُ
The hen	أَلدَّجَاجَةُ	The cotton-worm	دُودَةُ الْقُطْنِ
The chickens	أَلْفَرَاحُ	The snake	أَلْحَيَّةُ — أَلتَّعْبَانُ
The goose	أَلْوَرَّةُ	The scorpion	أَلْعَقْرَبُ

To hear	(a) سَمِعَ	To fall	(o) سَقَطَ
To carry	(i) حَمَلَ	To touch	(i) لَمَسَ
To carry off	(a) خَطَفَ	To look for, to seek	(a) بَحَثَ عَنْ
	To cook	(o) طَبَخَ	
Before	قَبْلَ	After	بَعْدَ

That أَنْ      Not لَمْ (1)

In order to, in order that لِأَنَّ — لِأَجْلِ أَنْ

So that لِكَيْ

Until حَتَّى — إِلَى أَنْ

Certain particles, of which the most common are أَنْ — لِأَنَّ — لِكَيْ — حَتَّى — لَمْ have the same influence as the prohibitive particle لَا, in that they cause the disappearance of the final ن from those persons of the present tense where it occurs, except in the case of the feminine plural which remains unchanged.

In the case of the other persons, the present tense, preceded by the particles لِأَنَّ — لِكَيْ or حَتَّى, changes the vowel-accent of the final radical to (ـَ).

When preceded by لَمْ or by either of the particles لَا (prohibitive) or لِأَنَّ (imperative), the present tense takes (ـُ) over the final radical. (2)

— Exercise 33 —

لَمْ يَحْضُرْ لِأَذْهَبَ مَعَهُ — خَرَجُوا بَعْدَكَ لِيَشْكُرُوا هُمْ — إِنْجَنُوا عَنْهُمْ حَتَّى تَتَعَبُوا — لِمَاذَا لَمْ تَقْتُلِ الْعَقْرَبَ — عِنْدِي فَرَسٌ وَغَزَالٌ هُنَا وَجَمَلٌ وَحِمَارٌ هُنَاكَ — إِذْهَبُوا بَعْدَ أَنْ أَخْرَجَ وَأَرْجِعُوا قَبْلَ أَنْ أَحْضَرَ — أَلْبَسْ لِحَقْمَهُمْ — يَكْتُبُ حَتَّى يَنْعَسَ

1. This negative particle is only used with the present tense, to which it gives the meaning of the past ; e. g. لَمْ يَذْهَبُوا (they have not gone).
2. The English infinitive and participle, preceded by the above particles, are rendered by the present tense.



36th Lesson — AGREEMENT OF THE VERB  
Vocabulary — PLANTS & SEEDS

A palm-tree	نَخْلَةٌ	The banana-tree	شَجَرَةُ الْمَوْزِ
A fig-tree	شَجَرَةُ تِينٍ (1)	The sycamore	شَجَرَةُ الْجُمُيزِ
An orange-tree	شَجَرَةُ بُرْتَمَانٍ	The cotton-plant	شَجِيرَةُ الْقُطْنِ
A lemon-tree	شَجَرَةُ لَيْمُونٍ	The vine	شَجَرَةُ الْعِنَبِ — الْكِرْمِ
(The) cotton	الْقُطْنُ	(The) barley	الشَّعِيرُ
(The) sugar-cane	الْقَصَبُ	(The) maize	الذَّرَّةُ
(The) rice	الرِّزُّ	(The) beans	الْفُولُ
(The) corn	الْقَمْحُ	(The) peas (الْحُمُصُ)	الْحِمِصُ — (الْحُمُصُ)
The vegetables (الْخَضَارُ)	الْبَقُولُ — (الْخَضَارُ)	A plant	نَبَاتٌ
The seeds	الْبُزُورُ — الْحَبُوبُ		
To cultivate, to sow	زَرَعَ (a)	To grind	طَحَنَ (a)
To plough	حَرَثَ (o)	To break	كَسَرَ (i)
To reap	حَصَدَ (o)	To appear ; to go up	طَلَعَ (o)
To leave, to abandon	تَرَكَ (o)	To press, to squeeze	عَصَرَ (i)
To be fertile (of ground)	خَصَبَ (i)		
On, upon, over, up, above	فَوْقَ	Under, beneath, below	تَحْتَ

1. Tree of figs.

AGREEMENT OF THE VERB

My aunt came حَضَرَتْ عَمَّتِي

The pupils have gone out أَلْتَلَامِذَةُ خَرَجُوا

The verb agrees with its subject and is usually placed before it.

The children cut the branch يَقْطَعُ الْأَوْلَادُ الْغُصْنَ

Mary and her brother have dressed themselves لَبَسَتْ مَرْيَمُ وَشَقِيقَتُهَا

The verb, when placed before a single or several subjects, is put in the singular and agrees in gender only with that subject which immediately follows it.

The man and his wife heard أَلرَّجُلُ وَأَمْرَأَتُهُ سَمِعَا

The ewe and the cow ran away أَلنَّعْجَةُ وَالْبَقَرَةُ هَرَبَتَا

The friends leave the house أَلْأَصْدِقَاءُ يَذْرُكُونَ الْبَيْتَ

The girls sweep the room أَلْبَنَاتُ يَكْنِصْنَ الْأَوْضَةَ

Paul, his sister and his daughter have come بُولُسُ وَشَقِيقَتُهُ وَأَبْنَتُهُ قَدِمُوا

When placed after one or more subjects which stand for two persons or two things, the verb is put in the dual ; if the subjects stand for more than two persons, the verb is put in the plural.

If the subjects are of different genders, the verb is put in the masculine.

The dogs bark أَلْكِلَابُ تَبْجُ or تَبْجُ الْكِلَابُ

The verb, placed before or after a plural subject denoting creatures without reason, is placed in the feminine singular.



37th Lesson — PARTICIPLES OF SIMPLE VERBS

Vocabulary — A TREE, FLOWERS, FRUITS

A tree	شَجَرَةٌ	A peach	خَوْخَةٌ
The root	الْجَذْرُ	A pear	كُمَثْرَاءَ — (كُمَثْرَايَة)
A branch	فَرْعٌ — غُصْنٌ	A fig	تَيْنَةٌ
A leaf	وَرَقَةٌ	A cherry	كَرْزَةٌ
(The) flowers	الْأَزْهَارُ	A grape	عِنْبَةٌ
A rose	وَرْدَةٌ	A banana	مَوْزَةٌ
A violet	بَنْفَسَجَةٌ	A date	بَلْحَةٌ
A pink	قَرْنَقَالَةٌ	A pomegranate	رُمَانَةٌ
Jasmine	يَاسْمِينٌ	A lemon	لَيْمُونَةٌ
(The) fruits	الْأَثْمَارُ	An almond	لَوْزَةٌ
An apple	تَفَّاحَةٌ	A walnut	جَوْزَةٌ
An orange	بُرْتِقَالَةٌ	A hazel-nut	بُنْدُقَةٌ
To pluck	(o) قَطَفَ	To allow	(a) سَمَحَ
To plant	(i) غَرَسَ	To collect, to gather	(a) جَمَعَ
To shoot, to spring up	(o) نَبَتَ	To tear out, to uproot	(a) قَلَعَ
To appear	(a) ظَهَرَ		
As, like	كَمَا — مِثْلَ — مِثْلُ مَا	Neither . . . . . nor	لَا . . . وَلَا

He has struck	( — — — )	ضَرَبَ
Striking (who strikes)	( — — — )	ضَارِبٌ
Struck	( م — — — )	مَضْرُوبٌ

The present active participle of simple trilateral verbs is formed by placing | after the first radical and by putting ( — ) under the second. Paradigm فَاعِلٌ (1).

The past passive participle is formed by placing م before the 1st radical, و after the second and by substituting ( — ) for the vowel-sign of the first radical. Paradigm مَفْعُولٌ.

He translates	( — — — )	يَتَرْجِمُ
Translating (who translates)	( م — — — )	مُتَرْجِمٌ
Translated	( — — — )	مُتَرْجَمٌ

The participles of simple quadrilateral verbs are obtained by substituting م for the prefixed-letter of the present tense. In the passive participle, the vowel-sign of the 3rd radical is changed to ( — ).

— Exercise 34 —

إِزْرَعَ شَجَرَةَ الْمَوْزِ هُنَا كَمَا زَرَعْتَ شَجَرَةَ الْبُرْتِقَالِ هُنَاكَ — لَمْ يَحْضُرِ الْكَاتِبُ (2) قَبْلَ الظُّهْرِ — أَقْطِئْ لِي وَرْدَةً مِنْ بُسْتَانِكُمْ — أَتَبَيَّنْتُ الْقُطْنُ بَعْدَ شَهْرٍ؟ — أَيْنَ الْقَاتِلِ وَأَيْنَ الْمَقْتُولِ؟

1. The verb فَعَلَ is always considered as a model.
2. The active and passive participles are sometimes used as nouns.



38th Lesson — THE NOUN

Vocabulary — THE HOUSE, etc.

A house	بَيْت — دَار — مَنْزِل — مَسْكَن
A palace, a mansion	سَرَاي — (سَرَايَة) — قَصْر
A hotel	فُنْدُق — (أُوتِل)
The study	غُرْفَةُ الشُّغْلِ — الْمَكْتَب
The drawing-room	قَاعَةُ الْأَسْتِقْبَال — (الْصَّالَة)
The ground-floor	الدَّوْر الْأَرْضِيّ   السَّطْح
The first-floor	الدَّوْر الْأَوَّل   السَّلَم
The attic	الدَّوْر الْأَعْلَى   (الدَّرَازِين)
The entrance	الْمَدْخَل   (بَلْكَون)
The court-yard	الْحَوْش   قُفْل — (قُفْل)
The kitchen	الْمَطْبَخ   مفتاح
A place	مَحَلّ — مَكَان — مَوْضِع

To pull down, to demolish (i)	هَدَمَ	To ascend	صَعَدَ (a)
To attack	هَجَمَ (o) عَلَى	To go down, to come down (i)	نَزَلَ
To convey, to transfer	نَقَلَ (o)	To live, to lodge at	سَكَنَ (o)

To keep, to take care of (o) حَرَسَ

Before, in front of	أَمَام — قُدَام	Behind	خَلْف — وَرَاء
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GENDERS OF NOUNS

A young man

شَاب

A young lady

شَابَة

There are two genders in Arabic : the *masculine* and the *feminine*.

A school-master ( — — — — ) مُعَلِّم — مُدَرِّس

A school-mistress ( — — — — ) مُعَلِّمَة — مُدَرِّسَة

The *feminine* of nouns is generally formed by adding a ة to the masculine. (1)

The absence of the ة as a rule indicates the masculine gender.

— Exercise 35 —

My school-mistress lives in front of the church and behind the mosque. — Go up (s) to the attic and come down before I go out. — I have conveyed my bed from the ground-floor to the first-floor. — Look at (s.f) my father's mansion. — The room of the headmistress is between the drawing-room and the entrance, but her sister's room is in front of the staircase and behind the kitchen. — She has locked (2) her drawer. — I have a dog (f) and a cat (f). — Allow me to sit down in front of you. — Why are they pulling down the palace ? — They live (f) in a house without a balcony. — Go (s) first of all to the study and return, then go up to the drawing-room and come down by (3) the staircase of the courtyard.

1. Also when the ي and the ا followed by ة end a word, they generally indicate that this word is feminine ; e.g. ذِكْرِي remembrance, صَحْرَاء desert.

2. To lock قُفْل بِالْمِفْتَاح 3. مِنْ .



39th Lesson — THE NOUN

Vocabulary — PROFESSIONS AND TRADES

The judge	القاضي	A door-keeper	بوَّاب
The advocate	المُحامي	A baker	خبَّاز — فَرَّان
The doctor	الطَّيِّب — (الحَكِيم)	A barber, a hair-dresser	حلاق
A druggist	صَيْدِي أَجْزَاجِي <sup>(1)</sup>	A fruiterer	فَاكِهَاتِي <sup>(1)</sup>
The engineer	المُهَنْدِس	A shoemaker	جَزَّاجِي
The cultivator	المُزَارِع	A butcher	جَزَّار
The merchant	التَّاجِر	A tailor	خِيَّاط
The shop-keeper	أَلْيَاء — أَلْبَائِع	A cook	طَبَّاح
The jeweller	الْجَوَاهِرِجِي	A printer	مَطْبَعِي
The jeweller (manufacturing)	الصَّائِغ	A mason	بَنَّاء
The keeper of a café	الْفَهْوَجِي	A porter	حَمَّال — (شِيَّال)

To bleed	(i) فَصَدَ	To condemn	حَكَمَ (o) عَلَى
To print	(a) طَبَعَ	To be just, to act justly	عَدَلَ (i)
To witness, to give evidence	(a) شَهِدَ		
Around	حَوْلَ	Always	دَائِمًا

1. A certain number of nouns denoting a profession or trade are formed by means of the Turkish suffix *جي* or they end in *ني*.

NUMBERS OF NOUNS

A man رَجُل (— — —)

Two men { رَجُلَانِ (— — — اِنْ)  
رَجُلَيْنِ (— — — يَنْ)

Men رِجَال

There are three numbers in Arabic : *singular*, *dual* and *plural*.

Dual of Nouns

The two engineers have come حَضَرَ الْمُهَنْدِسَانِ

The key of the two doors مِفْتَاحُ الْبَابَيْنِ

I struck the two children ضَرَبْتُ الْوَلَدَيْنِ

They condemned (m) the two doctors حَكَمُوا عَلَى الطَّيِّبَيْنِ

The *dual* is formed from the singular by the addition of the suffixes *ان* or *ين*. The former is employed for the *nominative* case (subject), and the latter for the *genitive* (complement of a noun or verb) and the *accusative* (complement of a preposition).

Her two eyes	{ عَيْنَاهَا عَيْنَيْهَا	and not	{ عَيْنَاهَا عَيْنَيْهَا
The child's two ears	{ أُذُنَا الْوَلَدِ أُذُنِي الْوَلَدِ	and not	{ أُذُنَانِ الْوَلَدِ أُذُنَيْنِ الْوَلَدِ

If a noun in the dual number is followed by a conjunctive pronoun or by a complement, the final *ن* is suppressed.



40th Lesson — THE NOUN

Vocabulary — TRADES (continued)

The carpenter	النَّجَّار	The blacksmith	الْحَدَّاد
The work-shop	الْوَرَشَة	The forge	مَعْمَلُ الْحِدَادَة
A plank of wood	لَوْحَ خَشَبٍ	The fire	النَّار
The grocer	الْبُقَّال	The bellows	الْمِنْفَاخ
Liquors	مَشْرُوبَات	Iron	حَدِيد
Cheese	(جِبْنَة)	The watch-maker	السَّاعَاتِي
Oil	زَيْت	A workman	صَانِع — عَامِل
Vinegar	خَلّ	A watch	سَاعَة
Salt	مِلْح	The confectioner	الْحَلَوَاتِي
Onions	بَصَل	Sugar	سُكَّر
Coal	فَحْم	Sweetmeats	(مِلْبَس)
A pair of scales	مِيزَان	Syrup	شَرَاب — (شَرَبَات)
A profession	حِرْفَة	A trade	صِنَاعَة
To melt	(o) سَبَكَ	To light	(a) شَعَلَ
To blow	(o) نَفَخَ	To be deceived	(a) غَلِطَ
To pierce	(o) ثَقَبَ — خَرَقَ		
Since	مُنْذُ	During, for	مُدَّة

Plural of nouns

A carpenter	( - - - - ) نَجَّار pl.	( - - - - ) نَجَّارُونَ
		( - - - - ) نَجَّارِينَ
A person	( - - - ) شَخْص pl.	( - - - ) أَشْخَاص

There are two kinds of plurals : the *regular* plural, which produces no change in the singular form but is denoted by a suffix, and the *irregular* or broken plural, which modifies the singular form.

— Exercise 36 —

طَبَعْتُ الْكِتَابَ مِنْذُ شَهْرٍ — مَتَى تَرَكَ الصِّدِّيقِي الْأَجْزَاكَانَةَ؟  
 تَرَكَهَا مِنْذُ أُسْبُوعٍ قَرِيبًا — أَيْنَ ذَهَبَ الْمَجْرُوحَانِ وَأَيْنَ الشَّاهِدَانِ؟  
 — عِنْدِي زُجَاجَتَا خَلٍّ وَزَيْتٍ — هَلْ بَحِثْتَ عَنِ الطَّيِّبِ فِي الْمُسْتَشْفَى  
 وَعَنِ الْمُحَاكِمِي فِي الْيَتِّ؟ — خَرَجَ النَّجَّارُ مِنَ الْوَرَشَةِ مِنْذُ سَاعَةٍ  
 وَالْحَدَّادُ مِنَ الْمَعْمَلِ مِنْذُ سَاعَتَيْنِ وَلَمْ يَرْجِعَا

— Exercise 37 —

My son (is) a druggist and my nephew (is) a doctor. —  
 He has been looking for his two children for an hour. —  
 What are you doing around me? — Where are the two en-  
 gineers and the two merchants? — They left the house for  
 two months. — We have two eyes, two ears, two hands and  
 two feet. — You are always deceived. — Have you (s) ex-  
 amined the two pupils? — The grocer has liquors, cheese,  
 salt and coal. — The fruiterer has oranges, apples, cherries,  
 etc. (1) (أَلْج).

1. et cætera إلى آخره



41st Lesson — THE NOUN

Vocabulary — TOOLS

A saw	مِنْشَار	A needle	إِبْرَة
A plane	(فَارَة)	A pin	دَبُوس
A hammer	مِطْرَقَة — (شَاكُوش)	A shovel	مِجْرَقَة
A screw	بُرْغِي — (قَلَاوُوز)	A spade	مِعْزَق
A screw-driver	مِفْكَ	A watering-can	مِرْشَة
A cork-screw	(بَرِيْمَة)	A harrow	نَوْرَج
Pincers	كَمَاشَة	An axe	فَأْس
A nail	مِسْمَار	A plough	مِحْرَاث
A file	مِبْرَد	A tool	أَدَاة — آلَة

To lose	(a) فَقَدَ — خَسِرَ (i)	To chase, to drive away	طَرَدَ (o)
To dig	(i) حَفَرَ	To be able	قَدَرَ (i)
To desire	(a) رَغِبَ	To gain	كَسَبَ (i)
To excuse	(i) عَذَرَ	To happen	حَدَثَ (o) - حَصَلَ (o)

To saw ; to publish (news)      (o) نَشَرَ

Because, for      لَأَنَّ      If not, otherwise      وَإِلَّا

Regular masculine plural

A blacksmith	حَدَّادُونَ (ون)      حَدَّادِينَ <sup>(1)</sup> (ين)
An Egyptian	مِصْرِيّ pl. مِصْرِيَّونَ or مِصْرِيَّينَ
Translating (translator)	مُتَرْجِمِينَ      مُتَرْجِمُونَ      مُتَرْجِمِينَ
Wounded	مَجْرُوحِينَ      مَجْرُوحُونَ      مَجْرُوحِينَ

The *regular masculine plural* (which only applies to nouns denoting living beings), is formed by adding to the singular the final syllables **ون** for the nominative and **ين** for the genitive and accusative.

This plural is particularly used :

- 1° — With nouns denoting a trade, of the form **فَعَال** ;
- 2° — With nouns denoting nationality : these are words of four letters at the least, of which the last is **ي** <sup>(2)</sup> ;
- 3° — With active and passive participles. (3)

1. This is the only form used in colloquial Arabic.
2. They are usually employed as adjectives.
3. The regular masculine plural is used exceptionally in the tens of numbers, e.g. **عِشْرُونَ** or **عِشْرِينَ**, etc., and with certain other words viz. **ابْن** (son), pl. **بَنُونَ** or **بَنِينَ** — **سَنَة** (year), pl. **سِنُون** or **سِنِينَ** — **أَرْض** (earth), pl. **أَرْضُونَ**.



42nd Lesson — THE NOUN

Voc. LIGHTING, WARMING, NATURAL PHENOMENA

(The) lighting	الْإِضَاءَةُ - الْإِنَارَةُ	(The) light	النُّورُ
The flame	الْلَّيْبُ	(The) day-light	الضُّوءُ
(The) electricity	الْكهربَاءُ	(The) darkness	الظُّلْمَةُ - الظَّلَامُ
(The) gas	الْغَازُ	The shade, shadow	الظِّلُّ - الْخِيَالُ
(The) heating	الْإِيقَادُ	(The) freshness	الطَّرَاوَةُ
The stove	الْكَاوْنُ	(The) moisture	الرُّطُوبَةُ
The oven	الْفُرْنُ	The wind	الرَّيْحُ
(The) phenomena	الْحَوَادِثُ	The air	الْهَوَاءُ
The atmosphere	الْجَوُّ	The dust	الغُبَارُ - النُّزَابُ
The temperature	الطَّقْسُ	The rain	الْمَطَرُ
The climate	الْمَنَاحُ	(The) ice, the snow	الثلْجُ
The cold	الْبَرْدُ	(The) lightning	الْبَرْقُ
(The) heat	الْحَرُّ - الْحَرَارَةُ	(The) thunder	الرَّعْدُ

To shine	(a) لَمَعَ	To succeed (o) عَقِبَ	خَلَفَ (o)
To be drunk	(a) سَكِرَ	To suppose	فَرَضَ (i)

To enjoy, to be delighted with (a) فَرِحَ

Where (relative)	حيثُ	Never	أَبَدًا
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Regular feminine plural

A habit	عَادَاتُ ( — — — )	pl. عَادَةٌ ( — — — )
A French woman	فَرَنْسَاوِيَّاتُ	» فَرَنْسَاوِيَّةٌ
A bath	حَمَامَاتُ	» حَمَامٌ

The regular feminine plural is formed by adding to the singular the final syllable ات ; if the singular form ends in ة , that termination is suppressed.

This plural form belongs especially to :

- 1o — A large number of nouns ending in ة in the singular;
- 2o — Certain masculine nouns which must be learnt by use or from the dictionary.

— Exercise 38 —

حَضَرَ النِّجَارُونَ وَالْحَدَّادُونَ وَلَكِنْ لَمْ يَحْضُرِ الْمُهَنْدِسُونَ — شَرِبُوا  
حَتَّى سَكِرُوا — إِعْذِرْنِي لِأَنِّي لَمْ أَكْتُبْ لَكَ مِنْذُ شَهْرَيْنِ — أَيْنَ  
الْفَرَنْسَاوِيُّونَ وَالْفَرَنْسَاوِيَّاتُ؟ — أَذْهَبُ حَيْثُ تَذْهَبُ وَأَسْكُنُ  
حَيْثُ تَسْكُنُ — لَا نَبْحُ عَنْهُمْ أَبَدًا — يَخْلِفُ اللَّيْلُ النَّهَارَ كَمَا  
يَعْقِبُ الضُّوءُ الظُّلَامَ — أَلَمْ تَلْحَقُوا الْقَاتِلِينَ وَأَيُّنَ الْمُقْتُولَاتِ؟ —  
جَلَسْتُ تَحْتَ ظِلِّ شَجَرَةٍ سَاعَتَيْنِ تَقْرِيْبًا — مَاذَا حَدَّثَ أَمْسَ عِنْدَكُمْ؟  
— أَنَا لَمْ أَسْكُرْ أَبَدًا وَلَكِنْ بُولُسُ يَسْكُرُ دَائِمًا — مَاذَا نَشَرُوا  
فِي الْمَجَلَّاتِ؟ — تَذْهَبُ التِّلْمِيذَاتُ عِنْدَ الْمُعَلِّمَاتِ



43rd Lesson — THE NOUN

Irregular plural

The various forms of *irregular plural* are numerous and we can only give the most common forms. Moreover, it must be remembered that a given singular form may have several plural forms.

1. — Plural of nouns consisting of 3 letters

If we represent the singular by the trilateral paradigm *فَل* (which is usually adopted), the irregular plural will have :

	a ) — the form	فُعُول
Lesson	دَرْس	دُرُوس
Science	عِلْم	عُلُوم
King	مَلِك	مُلُوك

	b ) — the form	فُعَال
Man	رَجُل	رَجَال
Dog	كَلْب	كِلَاب
Camel	جَمَل	جِمَال

	c ) — the form	أَفْعَال
Child	وَلَد	أَوْلَاد
Body	جِسْم	أَجْسَام
News, report	خَبَر	أَخْبَار

— Exercise 39 —

هَلْ عِنْدَكُمْ أَخْبَارٌ مِنْ عَمَّنَا وَمِنْ عَمَّتِنَا؟ — تَرَكْتُ الْأَوْلَادَ مَعَ  
الْبَوَابِ — طَبَعْنَا كِتَابَ الْعُلُومِ مِنْدُ شُورٍ — قَلَعُوا الشَّجَرَةَ مِنْ  
جُدُورِهَا — مَتَى تَنْشُرُونَ الْأَخْبَارَ فِي الْجَرِيدَةِ؟ — عَلَى السُّفَرَةِ  
أَطْبَاقٌ وَصُحُوفٌ وَأَقْدَاحٌ — إِنْهُمْ أَدْرُسُكُمْ قَبْلَ أَنْ تَخْضُوهَا —  
عِنْدِي خِزَانَةٌ بِسَبْعَةِ أَدْرَاجٍ — إِنْ قَطَعَ غُصْنُ الشَّجَرَةِ وَلَكِنْ لَا  
تَلْمِسْ أَوْ رَاقِبَهَا — فِي السَّنَةِ أَرْبَعَةَ فُصُولٍ — لَا أَذْهَبُ حَتَّى  
يَخْضُرَ السَّيِّدَاتُ — أَقْتُلُوا الْحَيَّاتَ قَبْلَ أَنْ تَهْرُبَ — أَنْظِرْنِي إِلَى  
قُصُورِ الْمُلُوكِ

— Exercise 40 —

I learn my lessons in the evening. — Why are you chasing my dogs? — Look for (s) the children in the court-yard. — Have you (s) any news of my brother? — The kings and queens have entered the palace. — I have a jacket with ( ) four pockets (1) and a waistcoat with two (pockets). — Yesterday, she washed the mosquito-curtains and the bed-clothes. — We have watches, purses (2), combs (3), etc. — The children of our porter are joiners and those (the children) of our cook are hair-dressers. — Light (s) the fire and melt the iron. — When will you pluck the fruits of your garden? — We learn the sciences at school (4). — We publish the news of the day in the university magazine.

1. جُيُوب — 2. أَكْيَاس — 3. أَمْشَاط — 4. فِي الْمَدْرَسَةِ



44th Lesson — THE NOUN

d) — the form أَفْعَال or فِعْلَان, if the second letter is ل. In the first form, the ل is changed to و in the plural, and in the second form to ي.

State, condition	حَال	plur.	أَحْوَال
Wealth, property	مَال	»	أَمْوَال
Crown	تَاج	»	تِيَجَان
Neighbour	جَار	»	جِيرَان

2. — Plural of nouns consisting of 4 letters

a) — Nouns consisting of 4 letters in the singular, the last of which is ة, usually form their plural by dropping this ة.

If the two middle letters are joined by (ـ), they are separated in the plural. (1)

Copy (of a book)	نُسْخَة	plur.	نُسُخ
Road	سِكَّة	»	سِكَك

b) — Nouns of 4 letters in the singular, the last of which is not ة, usually form their plural by adding ل after the second letter.

If the second letter is ل, it is changed to و.

Copy-book	دَفْتر	plur.	دَفَاتِر
Mosque	جامع	»	جَوَامِع

1. The second letter of nouns in this class generally carries (ـ) or has no accent; in the plural, this letter bears (ـ).

— Exercise 41 —

خَسِرَ جِيرَانَنَا أَمْوَالَهُمْ — كَيْفَ أَحْوَالُ الْجَوَّ هُنَا؟ — أَيْنَ الْخَوَاتِمِ وَالْتِيْجَان؟ — مَتَى يَخْرُجُونَ مِنَ الْجَوَامِع؟ — أَنْظِرْ إِلَى الشَّوَارِعِ وَالْمَنَازِلِ وَالْمَحَازِنِ — هَلْ بَحَثْتُمْ فِي الْمُسْتَشْفِيَّاتِ عَنْ مَخَلَّاتِ اللَّسِيْدَاتِ؟ — عِنْدَنَا أَقْلَامٌ وَرِيْشٌ وَعِنْدَهُمْ فُوطٌ وَشَوْكٌ — لِمَاذَا فَتَحْتُمْ الْأَبْوَابَ؟ — أَبْعُدْ عَنِ الْأَسْوَدِ وَالْقُرُودِ وَالْحَيَّاتِ — مِنْ أَيْنَ ظَهَرَتِ الْفِيرَانُ وَالْعَقَارِبُ؟ — هَلْ عِنْدَكُمْ أَخْشَابٌ فِي وُرُشْكُمُ؟ — هَلْ كُنْتِ الْأَوْصَ وَمَسَحَتِ الْمَكَاتِبَ وَالصُّوْرَ؟

— Exercise 42 —

I have portraits of kings, queens and princes (1), — We wish to go with you (s), first of all to the bazaar, and then to the stores. — Why have they left our neighbours' houses? — The water of the streams goes into the rivers (2) and that (the water) of the rivers into the sea. — Look at (s) the mosques, the hotels, the mansions and the palaces (3). — Baths for men (4) and baths for ladies. — Do not get near lions, snakes and scorpions. — Why have you not sent to my brother the copy-books of my friend John? — I have needles, files and razors (5). — How have you lost your property.

1. Prince (أَمِير) (plur. أَمْرَاء) — 2. أَمْهَر — 3. سَرَائِيَات — 4. أَمْوَال — 5. لِلرِّجَالِ



45th Lesson — THE NOUN

3. — Plural of nouns consisting of 5 letters

a) — Nouns of 5 letters in the singular, the last of which is ة, usually form their plural by adding ل after the second letter, as in the preceding case, and suppressing the final ة (1).

Printing-works	مَطْبَعَة	plur.	مَطَابِع
Church	كَنِيسَة	»	كُنَائِس

b) — Nouns of 5 letters in the singular, the last of which is not ة, usually change the fourth letter to ي in the plural and take ل after the second letter.

If the second letter is ا, it is changed to و.

Garden	بُسْتَان	plur.	بُسَاتِين
Dictionary	قَامُوس	»	قَوَامِيس

4. — Plurals altogether irregular

Fathers	آبَاء	Sisters	أَخَوَات
Mothers	أُمَّهَات	Days	أَيَّام
Brothers	إِخْوَة	Donkeys	حَمِير
Sons	أَبْنَاء	Books	كُتُب
Daughters	بَنَات	Men, people	أُنَاس <sup>(2)</sup>

1. If the third letter of words of this class is a weak letter, it is usually replaced in the plural by (ة).

2. The initial ا disappears if this word is preceded by ا, e.g. النَّاس men, people.

— Exercise 43 —

في شوارعنا جوامع وكُنائس ومَحَارِن ودُكَّانين — إِيْخْدِمُوا  
آبَاءَكُمْ وَأُمَّهَاتَكُمْ — لِمَاذَا تَفْتَحُونَ الشَّبَايِكَ الْآنَ؟ — مَاذَا تَحْمِلُ  
الْحَمِيرَ وَالْبَنَالَ عَلَى ظُهُورِهَا؟ — لَا تَبْحَثِي فِي قَوَامِيسِنَا — فِي  
الْمَطَابِعِ يَطْبَعُونَ الْكُتُبَ وَالْجَرَائِدَ وَالْمَجَلَّاتِ — إِيْبَعُوا أَبْنَاءَكُمْ  
وَبَنَاتَكُمْ إِلَى الْكُلِّيَّاتِ وَالْمَدَارِسِ — كَيْفَ يَشْرَحُ الدُّرُوسَ؟ —  
يُخْلِفُ الْأَوْلَادُ الْآبَاءَ — يَفْحَصُ الْمُعَلِّمُونَ تَلَامِيذَهُمْ غَدًا —  
مَاذَا يَرْغَبُونَ أَنْ يَعْرِفُوا مِنَ الْأَخْبَارِ؟ — قَدِمَ إِخْوَتِي وَلَمْ يَحْضُرْ  
أَخَوَاتِي — مَتَى تَقْفُلُونَ الصَّنَادِيقَ وَالْخَزَائِنَ وَالْأَدْرَاجَ؟

— Exercise 44 —

Look in your dictionaries. — We have houses and gardens. — I left my family three weeks ago. — My brothers and sisters go to school (1). — I have five books and four copy-books. — Where (are) the keys of our doors? — Go to the church and my children will join you. — How did the servant steal the fans and the parasols? — My children have succeeded. — Have you cupboards, boxes, lamps, curtains, cups and spoons in your stores? — Shut (s. f) the doors and windows. — We go to church on Sundays (2). — They have printing-works, stores and shops. — I have brothers, sisters, sons and daughters.

أَيَّامَ الْآحَدِ 2. — إِلَى الْمَدْرَسَةِ 1.



46th Lesson — THE ADJECTIVE

Vocabulary — TIME (of the clock)

A watch	سَاعَةٌ	The hours	السَّاعَاتُ
The dial	مِينَا السَّاعَةِ	A minute	دَقِيقَةٌ
The hour-hand	عَقْرَبُ السَّاعَاتِ	A second	ثَانِيَةٌ
The minute-hand	عَقْرَبُ الدَّقَائِقِ	A quarter of an hour	رُبْعُ سَاعَةٍ
The second-hand	عَقْرَبُ الثَّوَانِي	Half an hour	نِصْفُ سَاعَةٍ
A clock	سَاعَةٌ كَبِيرَةٌ	Half a day	نِصْفُ نَهَارٍ
The pendulum	الزَّيْفَانُ	Midnight	نِصْفُ اللَّيْلِ

It is half past three	السَّاعَةُ ثَلَاثَةٌ وَنِصْفُ
It is a quarter past five	» خَمْسَةٌ وَرُبْعُ
It is seven minutes past eight	» ثَمَانِيَةٌ وَسَبْعُ دَقَائِقَ
It is twenty minutes past seven (1)	» سَبْعَةٌ وَثَلَاثُ
It is half past nine	» تِسْعَةٌ وَنِصْفُ
It is a quarter to four	» أَرْبَعَةٌ إِلَّا رُبْعُ
It is 12 - noon	» ١٢ — الظُّهْرُ
It is 12 - midnight	» — نِصْفُ اللَّيْلِ

1. In Arabic «It is seven and a third».

Genders of Adjectives

A virtuous man	رَجُلٌ فَاضِلٌ
A virtuous woman	إِمْرَأَةٌ فَاضِلَةٌ

The *feminine of adjectives* is generally formed by adding ة to the masculine, as in the case of nouns. (1)

Numbers of Adjectives

Dual

A poor child	وَلَدٌ فَقِيرٌ dual	وَلَدَيْنِ فَقِيرَيْنِ ou
A beautiful girl	بِنْتُ جَمِيلَةٍ	» بَنَتَانِ جَمِيلَتَانِ »

Masculine regular plural

A skilful joiner	نَجَّارٌ مَاهِرٌ pl.	نَجَّارُونَ مَاهِرُونَ
		نَجَّارِينَ مَاهِرِينَ

Feminine regular plural

An English lady	سَيِّدَةٌ إِنْجِلِيزِيَّةٌ plur.	سَيِّدَاتُ إِنْجِلِيزِيَّاتٍ
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The *dual*, the *masculine regular plural* and the *feminine regular plural* of adjectives are formed in the same way as those of nouns.

The regular plural of adjectives is only used when it qualifies a noun denoting a reasonable being.

An old book	كِتَابٌ قَدِيمٌ plur.	كُتُبٌ قَدِيمَةٌ
A wounded goose	وَرَّةٌ مَجْرُوحَةٌ	» وَرَّاتٌ مَجْرُوحَةٌ

Adjectives which qualify plural nouns (either masculine or feminine) denoting objects or beings devoid of reason, are placed in the feminine singular.

1. ي and ا like indicate the feminine.



47th Lesson — THE ADJECTIVE

Irregular Plural

1. — Plural of adjectives consisting of 4 letters (1)

a) - Adjectives of the form فاعِل in the singular, used as active participles, form their plural regularly, but when used as nouns or merely as qualifying adjectives, their plural is generally of the form فُعَلَاء or فُعَال :

Learned	عَالِم	pl.	عُلَمَاء	Clerk	كَاتِب	pl.	كُتَّاب
Ignorant	جَاهِل	«	جُهَلَاء	Servant	خَادِم	«	خُدَّام
Poet	شَاعِر	«	شُعَرَاء	Merchant	تَاجِر	«	تَجَّار

b) - Adjectives of the form فَعِيل usually take the plural form فُعَال which is common to both genders and is only used of persons :

Great, tall	كَبِير	pl.	كِبَار	Short	قَصِير	pl.	قِصَار
Little	صَغِير	«	صِغَار	New	جَدِيد	«	جِدَاد
Long, tall	طَوِيل	«	طِوَال	Light	خَفِيف	«	خِفَاف

But a few adjectives of this class take the plural form فُعَلَاء :

Poor	فَقِير	plur.	فُقَرَاء
Happy	سَعِيد	«	سُعَدَاء

1. There exist very few adjectives composed of 3 letters in the singular.

c) - Adjectives of the form أَفْعَل , which denote colour, deformities or physical defects, take in the plural the form فُعُل , which is common to both genders.

If the third letter of the singular is و or ي , it loses its accent in the plural and is written و or ي : —

Green	أَخْضَر	pl.	خُضِر	Red	أَحْمَر	pl.	حُمِر
Blue	أَزْرَق	«	زُرِق	White	أَبْيَض	«	بَيِض
Yellow	أَصْفَر	«	صُفِر	Black	أَسْوَد	«	سُود
Lame	أَعْرَج	pl.	عُرَج	Deaf	أُطْرَش	pl.	طُرُش
Hump-backed	أَحْدَب	«	حُدْب	Squint-eyed	أَحْوَل	«	حُول
Dumb	أَخْرَس	«	خُرُس	One-eyed	أَعْوَر	«	عُور
Stammering	أَلَكَن	«	لُكَن	Blind	أَعْمَى	«	عُمَى (1)

2 — Plural of adjectives consisting of 5 letters

These adjectives form their plural by the insertion of an ا after the 2nd letter. If the penultimate letter is و , it is changed to ي :

Poor, wretched	مَسْكِين	plur.	مَسَاكِين
Mad	مَجْنُون	«	مَجَانِين

1. The feminine singular of these adjectives is of the form فُعَلَاء e.g. lame (f.s) عَرَجَاء , white (f.s) بَيْضَاء .



48th Lesson — THE ADJECTIVE

AGREEMENT OF THE QUALIFYING ADJECTIVE

A just king	مَلِكٌ عَادِلٌ
A virtuous princess	أَمِيرَةٌ فَاضِلَةٌ
Faithful servants	خُدَّامٌ أَمَنَاءُ

The adjective, as a rule, agrees with the noun it qualifies in gender and number. It is always placed after it.

A rich son and daughter	ابْنٌ وَابْنَةٌ غَنِيَانِ
The man, his wife and his children are poor	الرَّجُلُ وَأَمْرَأَتُهُ وَأَوْلَادُهُ فَقَرَاءُ

If the adjective qualifies two singular nouns, it is placed in the dual.

If it qualifies more than two singular nouns, it is put in the plural.

If the nouns are of different genders, the adjective is put in the masculine.

The skilful doctor	الطَّيِّبُ الْمَاهِرُ
The intelligent pupils	التَّلَامِيذُ الْأَذْكِيَاءُ

The adjective takes the definite article if the noun which it qualifies is definite.

My new house	بَيْتِي الْجَدِيدُ
The latest circular of the Ministry	مَنْشُورُ النِّظَارَةِ الْأَخِيرِ
The National Printing Office of Boulac	مَطْبَعَةُ بُولَاقِ الْأَهْلِيَّةِ

If the qualified noun has a conjunctive pronoun or has a noun depending on it, the adjective is placed last.

Exercise 45 —

عِنْدِي قُمْصَانٌ بَيْضَاءٌ وَشَمْسِيَّةٌ زَرْقَاءُ وَشُرَابَاتٌ صَفْرَاءُ — إِخْوَتِي قِصَارٌ  
وَأَخَوَاتِي طَوَالٌ — أَخْدَامُكُمْ بَيْضٌ أَمْ سَوْدٌ؟ — عُلَمَاءُ فَقَرَاءٌ وَتُجَّارٌ جُهَلَاءُ  
أَغْنِيَاءُ — هَلْ عِنْدَكُمْ كُتُبٌ جَدِيدَةٌ وَأَقْلَامٌ نَظِيفَةٌ <sup>(1)</sup>؟ — هَلْ جِيرَانُكُمْ  
عُمِّي وَأَوْلَادُهُمْ عَوْرٌ؟ — أَبْنَاءُ كِبَارٌ وَبَنَاتٌ صِغَارٌ — أَيْنَ الْمَنْشُورَاتُ  
الْأَخِيرَةِ؟ — تِجَارُونَ طُرُشٌ وَحَدَّادُونَ خُرُسٌ — مَتَى يَنْشُرُونَ الْكِتَابَ  
الْأَزْرَقَ فِي الْجَرَائِدِ؟ — إِنِّجَالِيَّاتٌ غَنِيَّاتٌ وَقَرَنَسَاوِيَّاتٌ قَصِيرَاتٌ — هَلْ  
نِصْفُ اللَّيْلِ الْآنَ؟ — أَتَسْكُنُونَ فِي بَيْوتِي الْجَدِيدَةِ أَمْ الْقَدِيمَةِ؟

Exercise 46 —

Are his children intelligent? — Lame porters and hump-backed merchants. — Have you red or yellow flowers? — Rich people and poor persons. — Where are my friend's old copy-books? — I have green curtains, blue carpets (2) and red cupboards. — Are they blind or one-eyed? — Why are the windows of my room large and the doors small? — Learned men and poets (f). — Is it a quarter past nine or half past nine? — Our servants are ignorant but faithful. — Deaf gentlemen and dumb ladies. — Are your handkerchiefs large or small, white or blue? — I shall go out at twenty minutes to three and I shall return at a quarter past seven. — A hump-backed young woman and a lame young man. — You are happy people.

1. نَظِيفٌ clean — 2. بُسُطٌ



49th Lesson — THE ADJECTIVE

DEMONSTRATIVE ADJECTIVES

This doctor      هَذَا الطَّيِّبُ      That book      ذَاكَ الْكِتَابُ

Singular

This doctor      هَذَا الطَّيِّبُ      That doctor      ذَاكَ - ذَلِكَ الطَّيِّبُ

This lady      هَذِهِ السَّيِّدَةُ      That lady      تِلْكَ السَّيِّدَةُ

Dual

These two engineers      هَذَانِ الْمُهَنْدِسَيْنِ<sup>(1)</sup>      هَذَانِ الْمُهَنْدِسَانِ

These two copies      هَاتَيْنِ النُّسخَتَيْنِ      هَاتَانِ النُّسخَتَانِ

Plural

These boys      هَؤُلَاءِ الصِّبْيَانِ      Those boys      أُولَئِكَ الصِّبْيَانِ

These girls      هَؤُلَاءِ الْبَنَاتِ      Those girls      أُولَئِكَ الْبَنَاتِ

These books      هَذِهِ الْكُتُبُ      Those books      تِلْكَ الْكُتُبُ

The demonstrative adjectives are always followed by the article ال. (2)

1. The dual of demonstrative adjectives denoting remote beings is rarely used.

2. In colloquial Arabic هَؤُلَاءِ is used instead of هَذَا هَؤُلَاءِ instead of هَذِهِ هَؤُلَاءِ instead of هَؤُلَاءِ. These expressions are placed after the noun, and دُول (döl) instead of هَؤُلَاءِ. e.g. أَلْروَايَةُ دِي (this novel).

— Exercise 47 —

لِمَاذَا تَضْرِبُونَ هَؤُلَاءِ الْبَنَاتِ الصِّغَارَ؟ — أَتَعْرِفُ هَذَا الشَّابَّ  
الْآخَرَ وَالْآنَ هَذِهِ الشَّابَّةُ الطَّرِشَاءُ؟ — كَيْفَ كَسَرْتَ هَذِهِ السَّاعَةَ  
الصَّغِيرَةَ؟ — مَتَى حَكَمَ الْقَاضِي عَلَى هَؤُلَاءِ التُّجَّارِ الْفُقَرَاءِ؟ —  
أَلَيْسَ هَذَانِ الْمُهَنْدِسَانِ مَعَ هَؤُلَاءِ الْأَطِبَّاءِ؟ — أَعَمَّكَ وَخَالَتَكَ  
غَيَّانٌ أَمْ فَقِيرَانِ؟ — أُخْتُكَ كَبِيرَةٌ وَلَكِنْ شَقِيقَتُهَا صَغِيرَةٌ —  
أَنْظِرُوا إِلَى هَؤُلَاءِ الْأَمْرَاءِ الْفُضَلَاءِ وَأُولَئِكَ الْأَمِيرَاتِ الْفَاضِلَاتِ  
— أَتَعْرِفُونَ هَؤُلَاءِ الْأَوْلَادَ الْمَسَاكِينَ وَأَبَاءَهُمْ؟ — مَتَى ظَهَرْتَ  
فِي الْجَرَائِدِ هَذِهِ الْأَخْبَارَ؟ — أَقْرَبَ مِنْ هَؤُلَاءِ الْعُلَمَاءِ وَأَبْعَدَ عَنْ  
هَؤُلَاءِ الْجُهَلَاءِ — لِمَاذَا لَا تَمْدَحُونَ هَؤُلَاءِ الْكُتَّابَ الْمَاهِرِينَ؟

— Exercise 48 —

Why are these blacksmiths going out now? — I have this big boy and that little girl. — Is it five minutes to three or five minutes past three? — Are these houses inhabited? — Great princes. — Let us plough our gardens with that plough. — Look at (s) these great mosques and these fine (1) churches. — These skilful joiners have made these chairs and these cupboards. — Is this room big or small? — Are these two copies new or old? — Will you leave these madmen? — I know all these poor children and their family. — This prince and that princess are rich and virtuous. — When did these gentlemen and those ladies return?

1. الْجَمِيلَةُ



50th Lesson — INDEFINITE & INTERROGATIVE ADJECTIVES

INDEFINITE ADJECTIVES

	كُلٌّ		جَمِيعٌ
Each person	كُلِّ شَخْصٍ	All (the) men	جَمِيعُ النَّاسِ
All (the) rooms	كُلِّ الْغُرَفِ	All (the) women	جَمِيعُ النِّسَاءِ

كُلٌّ followed by a singular noun, renders the indefinite adjectives *each, every*. Followed by a plural noun, it signifies *all*. (1)

بَعْضٌ : A part, some, certain

A part of the conversation	بَعْضُ الْحَدِيثِ
Some speeches	بَعْضُ خُطَبٍ

INTERROGATIVE ADJECTIVE

أَيُّ

Which book ?	أَيُّ كِتَابٍ ؟	What merchants ?	أَيُّ تِجَّارٍ ؟
Which woman ?	أَيَّةُ امْرَأَةٍ ؟	Which actresses ?	أَيُّ مُمَثِّلَاتٍ ؟

أَيُّ followed by an indefinite noun, translates the interrogative adjectives *which ? what ?* In the feminine singular, the form is usually *أَيَّةُ*.

1. كُلٌّ and جَمِيعٌ can also be placed after the noun, in which case the corresponding conjunctive personal pronoun is added; e.g. التَّلَامِيذُ كُلُّهُمْ (all the pupils).

— Exercise 49 —

أَتَعْرِفُ جَمِيعَ هَؤُلَاءِ التُّجَّارِ؟ — أَيُّ خَيْرٍ تَنْشُرُونَ غَدًا فِي الْجَرَائِدِ؟  
— هَلْ نَسَخْتَ كُلَّ هَذِهِ الدُّرُوسِ؟ — أَيُّ أَنْاسٍ تَعْدِرُونَ؟ — لِمَاذَا  
يَقْلَعُونَ بَعْضَ أَشْجَارِ مَنْ بُسْتَانِكُمْ؟ — أَفَهَمُّمُ الْخُطْبَ كُلِّهَا؟ —  
أَيُّ أَشْخَاصٍ تَمْدَحُونَ؟ — فِي أَيِّ مَنْزِلٍ تَسْكُنُ هَؤُلَاءِ الْمُمَثِّلَاتُ؟  
— عَنْ أَيِّ مَنَشُورٍ تَبْحَثُونَ؟ — يَبْحَثُونَ عَنْ مَنَشُورِ النِّظَارَةِ الْآخِرِ  
— مِنْ أَيِّ مَكَانٍ تَحْضُرُونَ وَأَيْنَ تَذْهَبُونَ؟ — أَيُّ رِوَايَاتٍ يَطْبَعُونَ؟  
— سَمِعْتُ الْحَدِيثَ كُلَّهُ وَلَكِنْ لَمْ أَفْهَمْ بَعْضَهُ — بِأَيِّ مِفْتَاحٍ  
تَفْتَحُ جَمِيعَ هَذِهِ الْأَدْرَاجِ؟ — عِنْدِي بَعْضُ مَنَادِيلٍ قَدِيمَةٍ وَبَعْضُ  
مَرَاوِحٍ جَدِيدَةٍ — أَيُّ أَرْضٍ يَزْرَعُونَ؟

— Exercise 50 —

In what street do you live? — Are all these girls your sisters?  
— Are all these servants faithful? — What newspapers and what  
magazines have you? — Have they some old books? — All our neigh-  
bours are poor. — What ring and what watch does she wish? —  
Are all these children intelligent? — I know certain virtuous persons.  
— What houses and what palaces do they possess? — Does he  
know all those actresses? — All these carriages are new. — What  
novels are you translating? — All these rooms are clean.



51st Lesson — THE PRONOUN

Vocabulary — TRAVELLING

To walk	ذَهَبَ مَاشِيًا		
To ride a horse	رَا كَبَا جَوَادًا		
To ride a bicycle	عَجَلَةً		
To travel by rail	سَافَرَ بِالسَّيْكََةِ الْحَدِيدِ		
To travel by boat	بِالْمَرْكَبِ — بِالْبَاخِرَةِ		
A traveller	مُسَافِرٌ	A balloon	مِنْطَادٌ
A driver	سَائِقٌ	An engine	قَاطِرَةٌ — (وَأَبُور)
A sailor	بَحْرِيٌّ — بَجَّارٌ	A bark, a skiff	قَارِبٌ
A voyage, a journey	سَفَرٌ	The sail	أَلْقَلَعٌ — الشَّرَاعُ
A train	قِطَارٌ	The helm	أَلْدَفَّةٌ
The waggons	عَرَبَاتُ السَّيْكََةِ الْحَدِيدِ		
To pardon, to forgive	صَفَحَ (a) عَنْ	To advise	نَصَحَ (a)
To laugh	ضَحِكَ (a)	To speak the truth	صَدَقَ (o)
To repent of	نَدِمَ (a) عَلَى	To tell a lie	كَذَبَ (i)
To divide, to share	قَسَمَ (i)		
Very	جِدًّا	Also, still	أَيْضًا

DEMONSTRATIVE PRONOUNS

هَذَا أَبِي <sup>(1)</sup> — هَذَا هُوَ أَبِي	This is my father
هَذِهِ أُمِّي — هَذِهِ هِيَ أُمِّي	This is my mother
هَؤُلَاءِ إِخْوَتِي — هَؤُلَاءِ هُمْ إِخْوَتِي	These are my brothers
أُولَئِكَ أَخَوَاتِي — أُولَئِكَ هُنَّ أَخَوَاتِي	Those are my sisters
هَذِهِ دَفَاتِرِي — هَذِهِ هِيَ دَفَاتِرِي	These are my copy-books
هَذَا غَرِيبٌ	This (or it) is extraordinary
ذَلِكَ حَقِيقِيٌّ	That (or it) is true

The demonstrative pronouns are the demonstrative adjectives not followed by the article ل .

— Exercise 51 —

هَذَا خَالِي وَهَذِهِ خَالَتِي وَذَلِكَ عَمِّي وَتِلْكَ عَمَّتِي — أَيِّ كُتُبٍ تُرْجِمُونَ؟ — هَلْ جَمِيعٌ هَؤُلَاءِ الصَّبِيَّانِ إِخْوَتُكَ؟ — يَرْكَبُ السَّائِقُ فِي الْقَاطِرَةِ وَالْمُسَافِرُونَ فِي عَرَبَاتِ السَّيْكََةِ الْحَدِيدِ — هَذِهِ الْقَوَارِبُ صَغِيرَةٌ جِدًّا وَتِلْكَ الْبَوَاخِرُ كَبِيرَةٌ جِدًّا — لِمَاذَا تَنْصَحُونَ هَؤُلَاءِ الْأَشْخَاصَ وَلَا تَنْصَحُونَ أُولَئِكَ أَيْضًا؟ — آيَةُ جَرِيدَةٍ أَوْ مَجَلَّةٍ يَطْبَعُونَ هُنَا؟ — هَذِهِ كُتُبِي الْجَدِيدَةُ لَا كُتُبَ أَخِي وَتِلْكَ دَفَاتِرِي لَا دَفَاتِرَ ابْنِ عَمِّي

1. This form is the most frequently used.



52nd Lesson — THE PRONOUN  
Vocabulary — MILITARY TERMS

An officer	ضابط	A lance, a spear	رُحْ
A soldier	عَسْكَرِيّ — جُنْدِيّ	A sword, a sabre	سَيْف
A foot-soldier	عَسْكَرِيّ يَادَة	The hilt	الْقَبْضَة
A horse-soldier	عَسْكَرِيّ سَوَّارِي	The war	الْحَرْب
An artilleryman	(طُوبِيّ)	The army	الْجَيْش
A weapon	سِلَاح	The infantry	(الْيَادَة)
A gun	مِدْفَع	The cavalry	(السَّوَّارِي)
A rifle	بُنْدُوقِيَّة	The artillery	(الطُّوبِيَّة)
A revolver	مُسَدَّس — (فَرْد)	A battalion	(أُورْطَة)
A bayonet	حَرْبَة — (سِنْكَة)	A fortress	حِصْن
A dagger	خَنْجَر	The citadel	الْقَلْعَة

To create	(o) خَلَقَ	To play	(a) لَعِبَ
To be silent	(o) سَكَتَ	To dance	(o) رَقَصَ
To grant	(a) مَنَحَ	To seal	(i) خَتَمَ

To put in prison	(o) سَجَنَ		
In spite of	رَغْمًا عَنْ	At once, immediately	فِي الْحَالِ — حَالًا

RELATIVE PRONOUNS

Sing.	masc.	الَّذِي	Plur. (1)	masc.	الَّذِينَ
	fem.	الَّتِي		fem.	الَّتِي
Dual	masculine	الَّذَانِ — الَّذَيْنِ			
	feminine	الَّتَانِ — اللَّتَيْنِ (2)			

a) — Relative Pronouns (Subject)

Who, which

It is I who have opened the door      أَنَا الَّذِي فَتَحْتُ الْبَابَ

It is God who created man      اللَّهُ هُوَ الَّذِي خَلَقَ الْإِنْسَانَ (3)

*It is I who, it is you who..., &c.* are translated into Arabic in the form *I (am) he or she who, you (are) he or she who..., &c.*

When a noun is substituted for the personal pronoun, one must begin by translating the noun.

This is a poet (who) has a great reputation      هَذَا شَاعِرٌ لَهُ شُهْرَةٌ عَظِيمَةٌ

The relative pronoun is suppressed in Arabic, when it relates to a noun undetermined by the article.

1. This plural is only used when referring to persons.
2. In colloquial Arabic, إِلَيَّ (pronounced elli) is used for all genders and numbers.
3. When the subject of the verb *to be* is followed in Arabic by a relative pronoun or the definite article, to avoid all ambiguity, the verb *to be* must be expressed.



53rd Lesson — THE PRONOUN

b) — Complementary Relative Pronouns

Where are the rewards which I have gained ? أين الجوائز التي كسبتها؟

The relative pronoun *which* is rendered by joining to the following verb a conjunctive pronoun of the same gender and number as the noun to which the relative pronoun refers.

The Administration to which we have written المصلحة التي كتبنا إليها

The children on whom we have pity الأولاد الذين نشفق عليهم

When in English the relative pronoun is the indirect object, the preposition, to which is also attached the appropriate conjunctive pronoun, is placed after the verb.

The laws, the greater part of which they have studied القوانين التي درسوا معظمها

The engineer whose money they have stolen المهندس الذي سرقوا نقوده

When the relative pronoun of *whom*, *of which*, *whose* is the complement of a noun, the conjunctive pronoun is added to the latter.

Here is a tree which I have planted هذه شجرة زرعتها

This is a work the object of which is useful هذا مؤلف موضوعه مفيد

If the complementary relative pronoun refers to an undetermined word, the relative pronoun is not expressed in Arabic, but the conjunctive pronoun is kept.

— Exercise 52 —

هل رخصتم أن تقبلوا جميع الأشخاص الذين قدموا من السفر؟ —  
إصفحوا عن هؤلاء الجنود والضباط — انظروا إلى هذه الحصون  
العظيمة — اصدفوا دأئها ولا تكذبوا أبداً — هذه كتب دروسها  
مفيدة — أين التاجران اللذان سرق الخادم منزلهما؟ — ماذا عملوا  
بالسيوف والرماح والخناجر التي تركها هؤلاء الضباط لهم؟ —  
هؤلاء هن السيدات اللواتي حضرن إلى دكاننا أول أمس —  
معظم هؤلاء الجنود بكادة وطوبجية — أتركب القطار أم  
تذهب راكباً عرباً؟ — أين جميع النقود التي كسبتها؟ — أفهمون  
القوانين التي ترغبون أن تنشروها في الجرائد؟

— Exercise 53 —

They are our friend's children who have gone into the garden. — This is the school to which you wish to send your sons. — We have servants who never tell lies. — Divide (s) all this money between my brother and (between) me. — Will these drivers (1) also go with us? — The houses in which you live are very small. — Where are the people whose money they have stolen? — These are foot-soldiers and those are cavalry-men. — Why have they conveyed all the guns, revolvers (2), bayonets (3), spears, swords and daggers? — Where are the exercises of which we have translated the greater part? — Here are works (4) the object of which is very useful. — It is we who came this morning.

مؤلفات 4. — الجراب 3. — المسدسات 2. — السائقون 1.



54th Lesson — THE PRONOUN

INTERROGATIVE PRONOUNS

Who has gone out to day? مَنْ خَرَجَ الْيَوْمَ؟

Who are these persons? مَنْ هَؤُلَاءِ الْأَشْخَاصِ؟

The interrogative pronoun مَنْ corresponds to the English *who* ?.

What is your name? مَا اسْمُكَ؟

What is this manifestation? مَا هَذِهِ الْمُظَاهَرَةُ؟

The interrogative pronoun مَا corresponds to the English *what* ?.

Which? (s.f) أَيُّ الْكُتُبِ | Which of the books? أَيُّهَا؟

The interrogative adjective أَيُّ is the interrogative pronoun, when it is not followed by an undetermined noun.

INDEFINITE PRONOUNS

Some one, any body	أَحَدٌ	No one, nobody (m)	وَلَا وَاحِدٌ
Something, any thing	شَيْءٌ <sup>(1)</sup>	Nothing, none	وَلَا شَيْءٌ
Each, every one (m)	كُلُّ وَاحِدٍ	They write	يَكْتُبُونَ

1. أَحَدٌ and شَيْءٌ, used in a negative sentence, respectively signify *nobody, nothing*.

— Exercise 54 —

مَنْ خَلَقَ الْإِنْسَانَ؟ — اللَّهُ هُوَ الَّذِي خَلَقَهُ — مَا هَذَا الْقَامُوسُ وَمَا هَذِهِ النُّسخُ؟ — أَيُّهُمْ فُقَرَاءٌ وَأَيُّهُمْ غَنِيَّاتٌ؟ — مَنْ هَؤُلَاءِ الضُّبَّاطُ الَّذِينَ يَحْمِلُونَ أَسْلِحَتَهُمْ؟ — هَلْ رَقِصَ أَحَدٌ هُنَا أَمْسَ؟ — لَمْ يَرُقْصْ أَحَدٌ هُنَا لَأَمْسَ وَلَا الْيَوْمَ — أُخْرِجْ حَالًا مِنْ هَذَا الْمَكَانِ — لَا أَخْرِجْ مِنْهُ رَغْمًا عَنْكَ — هَلْ مَعَكَ تَقْوِدٌ الْآنَ؟ — مَا مَعِيَ شَيْءٌ — مَنْ يَحْتِمُ هَذِهِ الْأَوْرَاقَ؟ — لَمْ يَخْرُجْ أَحَدٌ مِنَ الْكَنِيسَةِ إِلَى الْآنَ — أُسْكْتُ وَإِلَّا أَطْرُدُكَ مِنَ الْبَيْتِ — لَا أُسْكْتُ وَلَا تَقْدِرُ أَنْ تَطْرُدَنِي مِنْ هُنَا — مَا أَسْمَاءُ بَنَاتِكُمُ الصِّغَارِ؟ — مَاذَا يَعْمَلُ أُولَئِكَ الْجُنُودُ فِي تِلْكَ الْحُصُونِ؟

— Exercise 55 —

What keys are these? — They are the keys of the garden gate. — Has any one of these pupils gone out this morning? — No, no-one has gone out. — Have you any money in the cupboard? — Have you (s) anything in your pocket? — No, I have nothing. — Why did you do (f) that, in spite of me? — Who are these learned men and these poets? — They will dance till midnight. — Leave (s) this room immediately. — No, I shall not leave it. — This person has gained no reward this year. — Who put these poor soldiers in prison? — What flowers have you gathered? — Do you know these gentlemen? — Which? — Each of us will write a page in this copy-book. — Do not rub out what (ما) I have written. — Be quiet (f) or go out from here. — Who are they who have arrived from the voyage? — Nobody went with me. — No-one can know what will happen to him.



## Part III



# GRAMMAR

## SYNTAX

## EXERCISES





# 55th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

The irregular simple triliteral verbs are - **reduplicated**, **assimilated**, **concave**, **defective** and **hamzated** verbs.

## I — REDUPLICATED VERBS

To pass (o) مَرَّ for مَرَر

To think, to believe (o) ظَنَّ » ظَنَّ

*Reduplicated* verbs are those whose last two radicals are alike.

He passed مَرَّ for مَرَر ( \_ \_ \_ )

I passed مَرَرْتُ ( \_ \_ \_ )

In reduplicated verbs, the contraction of the last two radicals takes place when the 3rd radical carries a vowel-sign; if it carries a (ـَ) , they are separated.

He bites (a) يَعْضُ for يَعْضَضُ ( \_ \_ \_ )

He flees (i) يَفِرُّ » يَفِرِّرُ ( \_ \_ \_ )

He reckons, counts (o) يَعِدُّ » يَعِدُّدُ ( \_ \_ \_ )

The vowel-sign of the first radical of the present tense is that of the first of the two similar radicals, if these radicals were separated.

Bite (m) عَضَّ (1) Flee (m) فَرَّ Reckon (m) عَدَّ

The imperative takes no initial alef, except in 2nd person plural feminine, and the 1st radical keeps the vowel-sign which it has in the corresponding person of the present tense.

1. For the sake of euphony, the final letter takes (ـَ) instead of (ـِ).

## Conjugation of the reduplicated verb (1)

Pas: Tense	Present or Future Tense	Imperative
(2) مَرَرْتُ	أَمَرُّ	مُرَّ
مَرَرْتُ	تَمَرُّ	مُرِّي
مَرَرْتُ	تَمَرُّنَ	مُرُوا
مَرَّ	يَمَرُّ	
مَرَّتْ	تَمَرُّ	
مَرَرْنَا	نَمَرُّ	
مَرَرْتُمْ	تَمَرُّونَ	
مَرُّوا	يَمَرُّونَ	

To blame	ذَمَّ (o)	To sprinkle, to water	رَشَّ (o)
To revile, to insult	سَبَّ (o)	To rejoice, to make glad	سَرَّ (o)
To smell	شَمَّ (o)	To poison	سَمَّ (o)
To spread, to extend	مَدَّ (o)	To put down	حَطَّ (o)
To set in line	صَفَّ (o)	To close, to stop up	سَدَّ (o)
		To demolish, to pull down	هَدَّ (o)

Soon بِأَلْقُرْبِ مِنْ - بِجَانِبِ | Near, beside عَنْ قَرِيبٍ

1. For the dual and the feminine plural, see the simple regular verb.
2. In colloquial Arabic : مَرَّيت , etc.



56th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

II — ASSIMILATED VERBS

To find وَجَدَ (و — —) (i)

To dry, to become dry يَبَسَ (ي — —) (a)

Assimilated verbs are those whose first radical is ي or و.

He awoke يَقْظُ He awakes يَيْقُظُ Awake (s.m) اَيْقُظُ

Verbs whose first radical is ي are conjugated like simple regular verbs.

He stopped وَقَفَ He stops يَقِفُ Stop (s.m) قِفْ

Verbs whose first radical is و are conjugated regularly in the past tense. In the present tense and in the imperative mood, they generally drop the و, especially if the 2nd radical carries (ـ) in the present tense.

To describe (i) وَصَفَ	To weigh (i) وَزَنَ
To arrive; to unite (i) وَصَلَ	To inherit (i) وَرِثَ
To place (a) وَضَعَ	To fall (a) وَقَعَ
To be born (i) وَلَدَ	To promise (i) وَعَدَ
To contain (a) وَسَعَ	To be or to become an orphan (a) يَتِمَ

To be necessary, must, ought وَجِبَ (ي) عَلَى

Instead of بَدَلًا مِنْ — عَوَضًا عَنْ Unexpectedly عَلَى غَفْلَةٍ

— Exercise 56 —

مَاذَا وَرِثْتُمْ مِنْ خَالِكُمْ؟ — أَنْظِرْ كَيْفَ الضَّبَّاطُ يَصْفُونَ الْجُنُودَ  
وَيَعْدُونَهُمْ — أَهْدِهِ الْأَوْضَةَ تَسْعُ سَرِيرَيْنِ؟ — هَلْ مَرَرْتُمْ أَمْسَ  
بِالْقُرْبِ مِنْ دَكَاكِينَا؟ — مَتَى تَهْدُونَ تِلْكَ الْبُيُوتَ الْقَدِيمَةَ؟ —  
أَظُنُّ أَنَّهُمْ سَيَهْدُونَهَا عَنْ قَرِيبٍ — أَلَكَلْبُ عَصَّ ابْنَ عَمِّي بِالْقُرْبِ  
مِنْ هَذَا الْمَكَانِ — وَرَنْتُ الْخَبْزَ بَدَلًا مِنْ أَنْ أَزِنَ اللَّحْمَ — مَاذَا  
وَجَدْتُمْ فِي الدُّرْجِ؟ — ضَعْ هَذِهِ الْكُتُبَ فِي مَحَلِّهَا — يَجِبُ أَنْ  
تَرُشُّوا الْبُسْتَانَ كُلَّ يَوْمٍ — مَنْ يَدُمُ هَؤُلَاءِ الشَّبَّانَ الْأَذْكَاءَ؟ —  
مَدَدْتُ يَدِي لِأَقْطِفَ وَرْدَةً — مَاذَا وَقَعَ مِنْكُمْ؟ — قَفْنِي هُنَا حَتَّى  
أَرْجِعَ؟ — وَصَلُوا أَمْسَ عَلَى غَفْلَةٍ — وَعَدْنِي أَنْ يَخْرُجَ مَعِي

— Exercise 57 —

Why have they pulled down this great palace? — Who has poisoned these little dogs? — It is I who counted your money. — Has not this bread become dry? — We shall return soon. — Allow (pl) me to do that to-morrow instead of doing it to-day. — Who will inherit all this wealth? — Put (s) these dictionaries in the cupboard, beside your books. — The dogs which I beat have bitten me. — I always pass near this place. — I think that she arrived yesterday unexpectedly. — I gathered a flower in order to smell it. — We ought always to speak the truth. — These people weighed the corn and the barley instead of weighing the maize and the beans. — When did they insult or blame this young man? — Has this news made you glad?

1. أَنْ (that) is used for أَنْ before any other word than a verb.



57th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

III — CONCAVE VERBS

To say قَالَ for قَوْل

To sell بَاعَ » بَيْع

Concave verbs are those whose 2nd radical is ى in place of و or ي .

He said	قَالَ	for	قَوْل
He says	يَقُولُ	»	(— ى —) يَقُولُ
Say (s.m)	قُلْ	»	قُولْ

Concave verbs, whose 2nd radical in the present tense carries (ى), are conjugated, in all their tenses, like قَالَ.

He feared	خَافَ	for	خَوْف
He fears	يَخَافُ	»	(— ى —) يَخَافُ
Fear (s.m)	خَفْ	»	خَافْ

Concave verbs, whose 2nd radical in the present tense carries (ـِ), are conjugated like خَافَ.

He sold	بَاعَ	for	بَيْع
He sells	يَبِيعُ	»	(— ى —) يَبِيعُ
Sell (s.m)	بِعْ	»	بَيْع

Concave verbs, whose 2nd radical in the present tense carries (ـِ), are conjugated like بَاعَ. (1)

1. The present tense of concave verbs, preceded by the particles لَمْ (negative), لَا (prohibitive) or اِ (imperative), loses its 2nd radical, if the 3rd radical is final.

Conjugation of concave verbs

قَالَ خَافَ بَاعَ

Past Tense

قُلْتُ	خِفْتُ	بِعْتُ
قُلْتَ	خِفْتَ	بِعْتَ
قُلْتُ	خِفْتُ	بِعْتُ
قَالَ	خَافَ	بَاعَ
قَالَتْ	خَافَتْ	بَاعَتْ
قُلْنَا	خِفْنَا	بِعْنَا
قُلْتُمْ	خِفْتُمْ	بِعْتُمْ
قَالُوا	خَافُوا	بَاعُوا

Present or Future Tense

أَقُولُ	أَخَافُ	أَبِيعُ
تَقُولُ	تَخَافُ	تَبِيعُ
تَقُولِينَ	تَخَافِينَ	تَبِيعِينَ
يَقُولُ	يَخَافُ	يَبِيعُ
تَقُولُ	تَخَافُ	تَبِيعُ
تَقُولُ	تَخَافُ	تَبِيعُ
تَقُولُونَ	تَخَافُونَ	تَبِيعُونَ
يَقُولُونَ	يَخَافُونَ	يَبِيعُونَ



58th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of concave verbs (continued)

Imperative

قُلْ	خَفْ	بِعْ
قُولِي	خَافِي	بِيعِي
قُولُوا	خَافُوا	بِيعُوا

To obtain	(a) نَالَ	To become	(i) صَارَ
To die	(o) مَاتَ	To be, to take place	(o) كَانَ
To get up	(o) قَامَ	To return	(o) عَادَ
To sleep	(a) نَامَ	To pass the night	(a) بَاتَ
To hunt, to fish	(i) صَادَ	To be absent	(i) غَابَ
To repent	(o) تَابَ	To visit	(o) زَارَ
To lose the way	(o) تَاهَ	To walk, to go	(i) سَارَ
To blame	(o) لَامَ	To be long, to last	(o) طَالَ
To drive (a carriage)	(o) سَاقَ		

Possible مُمْكِنٌ - مِنْ الْمُمْكِنِ | Impossible غَيْرُ مُمْكِنٍ - مِنَ الْمُحَالِ

59th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

IV — DEFECTIVE VERBS

To efface	(o) مَحَا	for	مَحُو
To throw	(i) رَمَى	»	رَمَى
To consent	(a) رَضِيَ		

Defective verbs are those whose last radical is an **l** replacing **و**, **ي**, or **ي**.

He called	دَعَا (ا — —)
He calls	يَدْعُو
Call (s.m)	أَدْعُ

Defective verbs whose past tense ends in **l** are conjugated like **مَحَا**.

He wept	بَكَى ( — — ي )
He weeps	يَبْكِي
Weep (s.m)	ابْكْ

Defective verbs in **ي**, the 2nd radical of whose past tense carries ( — ), are conjugated like **رَمَى**.

He forgot	نَسِيَ ( — — ي )
He forgets	يَنْسِي
Forget (s.m)	انْسَ

Defective verbs in **ي**, the 2nd radical of whose past tense carries ( — ), are conjugated like **رَضِيَ**.



— Exercise 58 —

هَلْ مُمَكِّن أَنْ يَعُودَ شَقِيقُكَ مِنَ السَّفَرِ غَدًا؟ — هُوَ لَا، الْحَمَّالُونَ  
يَنَامُونَ عَلَى الْأَرْضِ — لَا تَقُلْ هَذَا الْخَبْرَ لِأَوْلَادِكَ — مَتَى تَنَالُ  
الْأَمْوَالَ الَّتِي وَرِثْتَهَا مِنْ جَدِّكَ؟ — زَارَنِي صَدِيقِي مِنْذُ شَهْرٍ وَلَمْ  
أَزُرْهُ إِلَى الْآنَ — لِمَاذَا بَعَثْتُمُ الْخَوَاتِمَ الْجَدِيدَةَ بَدَلًا مِنْ أَنْ تَبِيعُوا  
الْقَدِيمَةَ؟ — هَلْ مُمَكِّن أَنْ يَغِيبَ أَسْتَاذُنَا غَدًا؟ — أَظُنُّ أَنَّ  
ذَلِكَ مِنَ الْمَحَالِ لِأَنَّهُ لَمْ يَغِبْ أَبَدًا — هَلْ تَابَ قَبْلَ أَنْ يَمُوتَ؟ —  
كَيْفَ تَهْتِ أَمْسَ وَمِنْ أَيِّ طَرِيقٍ عُدْتَ؟ — غَيْرَ مُمَكِّن أَنْ  
يَزُورَنِي قَبْلَ أَنْ أَزُورَهُ — هَلْ يَحَاوُونَ أَنْ يَقُولُوا مَاذَا يَعْمَلُونَ؟

— Exercise 59 —

Did you sell your cotton at the market? — How did these  
princes become poor? — It is possible that our journey will last four  
weeks. — When did your father die? — He died five months ago. —  
It is impossible for me (1) to sleep before midnight. — What did you  
obtain on Sunday? — Get up (s) and go out with me. — I absented  
myself yesterday from school. — I walked in these streets during  
half an hour, then I lost the way. — It is not possible (2) for me to  
absent myself to-morrow. — He goes out in the morning before I get  
out of bed and returns in the evening before me. — Why do you  
allow (s) the servant to sleep under your window? — It is impossible  
for him to drive the carriage at this hour. — Why are you afraid (s)  
to say what you have done. — Where did you pass the night?

1. Translate 'It is impossible that I...'

2. غَيْرَ مُمَكِّن

Conjugation of defective verbs

رَضِيَ	رَمَى	مَحَا
Past Tense		
رَضِيتُ	رَمَيْتُ	مَحَوْتُ
رَضِيتَ	رَمَيْتَ	مَحَوْتَ
رَضِيَ	رَمِيَ	مَحُو
رَضِيتُمْ	رَمَيْتُمْ	مَحَوْتُمْ
رَضُوا	رَمَوْا	مَحَوْا
Present or Future Tense		
أَرَضِي	أَرْمِي	أَمْحُو
تَرْضَى	تَرْمِي	تَمْحُو
تَرْضَيْنَ	تَرْمَيْنَ	تَمْحَيْنَ
يَرْضَى	يَرْمِي	يَمْحُو
تَرْضَى	تَرْمِي	تَمْحُو
نَرْضَى	نَرْمِي	نَمْحُو
تَرْضَوْنَ	تَرْمَوْنَ	تَمْحَوْنَ
يَرْضَوْنَ	يَرْمَوْنَ	يَمْحَوْنَ



60th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of defective verbs (continued) (1)

Imperative

أَمْضِ  
أَمْضِي  
أَمْضُوا

إِزْمِ

إِزْمِي

إِزْمُوا

إِزْضِ

إِزْضِي

إِزْضُوا

To run

(i) جَرَى

To build

(i) بَنَى

To walk

(i) مَشَى

To fear

(a) خَشِيَ

To increase in price

(o) غَلَا

To be empty, vacant

(o) خَلَا

To remain

(a) بَقِيَ

To forbid

(o) نَهَى

To meet

(a) لَقِيَ

To complain

(o) شَكَى

To read; to follow

(o) تَلَا

To pardon

(o) عَفَا

To relate

(i) حَكَى

To pass (of time)

(i) مَضَى

To be high, to ascend

(o) عَلَا

To grow

(o) نَمَا

To water, to give to drink

(i) سَقَى

Much

كَثِيرًا

Little

قَلِيلًا

1. After the particles لَمْ (negative), لَا (prohibitive) and إِ (imperative), the ي and و disappear in the present tense, if they are final.

— Exercise 60 —

قُلْ لِلْخَادِمِ أَنْ لَا يَسْفِيَ الْأَشْجَارَ كَثِيرًا — كَيْفَ نَسِيَ النَّجَّارُ مَنَشارَهُ  
وَمَسَامِيرَهُ فِي الْوَرْشَةِ؟ — إِبْقِي هُنَا إِلَى أَنْ أَعُودَ — إِزْمِ هَذِهِ  
الْعَصَا مِنْ يَدِكَ — مَشَيْتُ قَلِيلًا وَلَكِنْ تَعَبْتُ كَثِيرًا — لِمَاذَا لَا  
تَسْقِيَنِي بِهَذَا الْكَأْسِ؟ — مَنْ الَّذِي دَعَا هَذَا الرَّجُلَ؟ — أَنَا الَّذِي  
دَعَوْتُهُ — مَضَى زَمَنٌ طَوِيلٌ وَنَحْنُ نَشْكُو مِنْ هَذَا الْمَكَانِ —  
لِمَاذَا غَلَا الْخُبْزُ هُنَا؟ — إِمْشُوا كَثِيرًا وَأَجْرُوا قَلِيلًا — مَتَى تَخْلُو  
هَذِهِ الْمَحَلَّاتِ؟ — لِمَاذَا لَا تَجْرِي هَذِهِ الْعَرَبَاتُ كَثِيرًا؟ — تَنْمُو  
هَذِهِ الْأَشْجَارُ قَلِيلًا جَدًّا — أُعِفُّ عَنْهُ لِأَنَّهُ مَعْدُورٌ

— Exercise 61 —

Why have they called him? — They have called him in order to  
tell him to stay here. — Tell us what you did yesterday at the palace.  
— Peter forgets much, but his sister forgets very little. — Has he  
consented to walk with us? — Why did she throw those flowers out  
of (1) the window? — I walk much and I run little. — Efface (s)  
these words from your exercise-book. — Nobody has built here. —  
An hour has passed and my children have not returned. — This  
room has become vacant, but I fear to sleep in it. — Forgive them,  
for they do not know what they are doing. — They complain much  
of their house. — Have cotton, corn and vegetables increased much  
in price? — I forbid you to enter here.

1. مِنْ



61st Lesson — SIMPLE TRILITERAL VERBS (Irregular)

V — HAMZATED VERBS

To hope                      أَملَ (أ — —) (o)

To ask                      سألَ (أ — —) (a) عَنْ

To read                      قرأَ (أ — —) (a)

Hamzated verbs have one of their radicals containing a (ء).

He read قرأَ      He reads يقرأُ      Read (s.m) اقرأُ

Hamzated verbs are conjugated like regular verbs.

Exceptions: The verbs (o) أَكَلَ (to eat), (o) أَخَذَ (to take) and (o) أَمَرَ (to command) have an irregular conjugation in the imperative mood; thus كُنْ , خُذْ , etc. (1)

He asked سألَ      He asks يسألُ      Ask (s.m) اسألْ

If the (ء) is accentuated in the middle of a word, it has as a support a letter corresponding to the accent which accompanies it, i.e. ا , و or ي , according as the accent is (ـَ) , (ـُ) or (ـِ).

To begin	بَدَأَ (a)	To fill	مَلَأَ (a)
To permit	أَذِنَ (a)	To loathe	سَمِيَ (a)
	To be, feel safe	أَمِنَ (a)	
Without doubt	لَا شَكَّ — لَا رَيْبَ	But	بَلْ

1. The verb أَمَرَ has also a regular conjugation: أُمِرْ , أَوْمِرْ , etc.

I read قرأتُ      He hopes يأملُ      Hope (s.m) أوْمُلْ

If the (ء) carries (ـُ) in the middle of a word, it has as a support a letter corresponding to the accent which precedes it. (1)

Defective-hamzated verbs

To come      أَتَى (أ — ي) (i)

To refuse      أَبَى (a)

Defective-hamzated verbs are conjugated like ordinary defective verbs.

Concave-hamzated verbs

To come, to arrive      جَاءَ (ا — اء) (i)

To wish      شَاءَ (a)

Concave-hamzated verbs are conjugated like ordinary concave verbs.

— Exercise 62 —

مَاذَا تَقْرَؤْنَ؟ — لَا شَكَّ أَنَّهُ سَيَأْتِي غَدًا — لِمَاذَا مَلَأْتَ الْقَدَحَ؟ —  
 إِفْعَلْ مَا تَشَاءُ وَيَفْعَلُونَ مَا يَشَاؤُونَ — أَوْمِرْهُمْ بِأَنْ يَذْهَبُوا إِلَى  
 الْمَكَانِ الَّذِي وَصَفْتَهُ لَهُمْ — إِفْرَأْ دَائِمًا الْكُتُبَ الْمُفِيدَةَ — لَا رَيْبَ  
 أَنَّكَ أَمِيرٌ عَادِلٌ — إِنْذِرْ لِي أَنْ أَخْرُجَ — مِنْ أَيْنَ أَتَوْا؟ — لَا  
 تَسْأَلُوا عَنِّي بَلْ أَسْأَلُوا عَنْ إِخْوَتِي — هَلْ بَدَأْتُمْ أَنْ تَتَشَرُّوا  
 الْقَوَّارِينَ الَّتِي شَرَحْتُمْ لَكُمْ؟ — أَمِلْ (2) أَنْ أَكُونَ دَائِمًا بِالْقُرْبِ  
 مِنْكَ — مَتَى جِئْتَ وَمَتَى يَجِيئُ ابْنُ عَمِّكَ؟

1. These remarks on the (ء) apply also to nouns, adjectives etc.; e.g. أُمْلُ (heads), رُؤُوس (a well). — 2. for أُمْلُ



62nd Lesson — PARTICIPLES of TRILITERAL VERBS (Irregular)

The active and passive participles of simple irregular triliteral verbs are formed on the model of فَاعِل and مَفْعُول, respectively, as in the case of the regular verbs.

Kind	Infinitive	Act. Part.	Pass. Part.
Reduplic. verbs	ذَمَّ	ذَامٌّ (1)	مَذْمُومٌ
Assimilated verbs	وَجَدَ	وَجَدٌ	مَوْجُودٌ
Concave verbs	قَالَ	قَائِلٌ (2)	مَقُولٌ (3)
Defective verbs	رَمَى	رَامٌ (4)	مَرْمِيٌّ (5)
Hamzated verbs	أَكَلَ	آكِلٌ (6)	مَأْكُولٌ

— Exercise 63 —

أَهَذَا الشَّارِعَ مَسْدُودٌ؟ — لَا شَكَّ أَنَّ هَؤُلَاءِ الْأَوْلَادَ تَائِبُونَ —  
 الْمَظْنُونُ أَنَّ هَذَا الْكَلْبَ مَسْمُومٌ — قُصُورٌ مَهْدُودَةٌ وَيُوتُ  
 مَبْنِيَّةٌ — مَنْ الْآمِرُ وَمَنْ الْمَأْمُورُ؟ — أَهَذَا الرَّجُلُ تَائِبٌ عَمَّا (7)  
 فَعَلَ؟ — مَا الْمَأْكُولُ وَمَا الْمَشْرُوبُ؟ — لِمَاذَا خَالَكَ وَأَقِفْ هُنَا؟  
 — هَلْ أَنْتَ رَاضٍ بِذَلِكَ؟ — أَهَؤُلَاءِ الْبَائِعُونَ آتُونَ؟ — مَنْ  
 اللَّائِمُ وَمَنْ الْمَلُومُ؟ — آيْنَ الْوَارِثُ؟ — مَنْ هُمُ الْمَارُونَ؟

1. for ذَامٍ — 2. for قَائِلٌ — 3. for مَقُولٌ — 4. for رَامِيٍّ

if the active participle is determined, it takes again the final يَ E.g. حَمَى (to defend), حَامٍ (defending), الْحَامِي (who defends, the defender).

5. for مَرْمُويٍّ — 6. for آكِلٍ — 7. for عَنْ مَا.

63rd Lesson — DERIVED VERBS

Simple verbs

Derived verbs

(— — —) عَلِمَ to know (أ — — —) أَعْلَمَ to make to know, to inform  
 (— — —) وَقَفَ to stop (— — —) وَقَّفَ to make to stop

A derived verb is one which is formed from the simple verb by the addition of one or several letters which usually modify the meaning of the primitive verb.

DERIVATIVES FROM TRILITERAL VERBS

From the simple triliteral verb فَعَلَ (to do), which is conventionally taken as a model, are formed 12 derived forms of which three are but rarely used; the remaining nine are as follows:

Forms of derived verbs

I. أَفْعَلَ	II. فَعَّلَ	III. فَاعَلَ
IV. تَفَاعَلَ	V. تَفَعَّلَ	VI. اِنْفَعَلَ
VII. اِفْتَعَلَ	VIII. اِفْعَلَّ	IX. اِسْتَفْعَلَ (1)

1. Not all verbs give derived forms; practice and the dictionary can alone enlighten the student on this point. Moreover, there are some verbs which are only used in the derived form.



64th Lesson — DERIVATIVES FROM TRILITERAL VERBS

Conjugation of derived verbs

	Past tense	Present	Imper.	Act. part.	Pass. part.
To meet	تَقَابَلْ	يَتَقَابَلُ	تَقَابَلْ	مُتَقَابِلٌ	مُتَقَابِلٌ
To respect	أَكْرَمَ (1)	يُكْرِمُ	أَكْرِمْ	مُكْرِمٌ	مُكْرَمٌ
To present	قَدَّمَ	يُقَدِّمُ	قَدِّمْ	مُقَدِّمٌ	مُقَدَّمٌ
To be divided	انْقَسَمَ	يَنْقَسِمُ	انْقَسِمْ	مُنْقَسِمٌ	مُنْقَسَمٌ

**Past tense.** - In conjugating the past tense of a derived verb, the last letter only changes its vowel-sound according to the various persons.

**Present tense.** - If the past begins with an additional (2) ; , the verb keeps the same form in the present, except that it adds the prefix-letter.

If it does not begin with an additional ; , the accent on the penultimate letter becomes (—).

If the past tense begins with ا , this letter is suppressed in the present tense.

**Imperative.** - The imperative is formed from the present tense, as in the case of the simple verbs. If the first radical of the present carries (ـَ), ا is placed before the verbs of four letters and ا before other verbs.

**Participles.** - The participles, both active and passive, are formed, as in the case of simple quadriliteral verbs. (See p. 63)

1. In the case of verbs of four letters, the vowel-sign of the prefix-letter of the present tense is always (ـَ): (See p. 57, 1).

2. I.e. which does not form part of the root.

Exercise 64 —

لِمَاذَا لَا يُكْرِمُونَهُمْ؟ — أَلَمْ يَتَقَابَلْ أَمْسَ الْأَمِيرَانِ؟ — أَظُنُّ أَنَّهُمَا لَمْ يَتَقَابَلَا إِلَى الْآنَ — أَكْرِمُوا مَعْلَمِيكُمْ وَمَعْلَمَاتِكُمْ — مَنْ أَعْلَمَ هَؤُلَاءِ الْأَشْخَاصَ أَنَّ وَالِدَهُمْ عَادَ مِنَ السَّفَرِ؟ — أَأَنْتَ مُقَدِّمُ صَدِيقِكَ أَمْ مُقَدَّمٌ مِنْهُ؟ — أَأَيْنَ تَقَابَلْتُمُ الْيَوْمَ؟ — تَقَابَلْنَا فِي الْكَنِيسَةِ — أَكْرَمْتَهُ لِيُكْرِمَنِي — يَنْقَسِمُ هَذَا الْكِتَابُ إِلَى أَرْبَعَةِ أَجْزَاءَ — قَدِّمِي لِي مَنْ تَرْضَيْنَ — مَنْ اللَّدِي وَقَفَ الْعَرَبَةُ أَمَامَ بَابِ الْبَيْتِ؟ — يَجِبُ عَلَيْنَا أَنْ نُعَلِّمَهُمْ بِمَا حَصَلَ — لَا شَكَّ أَنَّهُمْ يَتَقَابَلُونَ فِي السَّرَايِ — لِمَاذَا وَقَفَتِ الْعَرَبَةُ وَلَمْ تَنْزِلِي؟

Exercise 65 —

The pupils ought to respect their teachers. — These doctors met yesterday at the pharmacy. — Why have you (s) stopped these two carriages? — Inform (s) this lady that her children have returned. — I learned that they introduced you (1) to my father. — When and how have our families met? — The newspapers this morning publish that our friend has presented his work to the king. — Make this man stop. I do not respect this gentleman because he does not respect me. — Who is the lady whom they introduced to you? — Tell (s) the servant to bring (2) a carriage or two (carriages) for us. — Where is the young man introduced by our friend John? — You will present me that to-morrow or the day after to-morrow.

أَخْضَرَ. — قَدَّمُواكُمْ. 1.



65th Lesson — DERIVATIVES FROM TRILITERAL VERBS

1st Form

Simple verbs	derived verbs
دَخَلَ to enter	أَدْخَلَ to make to enter, to introduce
خَرَجَ to go out	أَخْرَجَ to make to go out, to send away
مَاتَ to die	أَمَاتَ to make to die
وَقَفَ to stop	أَوْقَفَ to make to stop
رَضِيَ to be satisfied	أَرَضَى <sup>(1)</sup> to make satisfied, to satisfy

This form, which is made by placing أ before the 1st radical, is transitive and usually gives an active meaning to the simple verb. It is generally translated by *to make to...*, *to cause to...*

2nd Form

دَخَلَ to enter	دَخَّلَ to make to enter, to introduce
كَتَبَ to write	كَتَبَّ to make to write
مَشَى to walk	مَشَّى to make to walk
وَسَعَ to be wide, to contain	وَسَّعَ to make to contain, to widen

This form, which is made by doubling the 2nd radical by means of (ع), is also transitive and usually gives to the simple verb the same meaning as that given by the 1st form (above).

1. Defective verbs in the 1st, 2nd, 3rd, 6th, 7th and 9th forms are conjugated, in respect to their final radical, like رَمَى.

— Exercise 66 —

أَدْخِلُوا أَوْلَادَكُمْ فِي الْمَدْرَسَةِ — هَلْ وَسَّعُوا الْمَنْزِلَ الْجَدِيدَ؟  
— مَاذَا يُرْضِيكُمْ؟ — قَرَّبَهُمْ مِنْهُ أَوْ لَا شَيْءَ أَبْعَدَهُمْ عَنْهُ — مَشَيْتُهَا  
الْيَوْمَ سَاعَةً وَسَامَشِيهَا غَدًا سَاعَتَيْنِ — هَلْ ضَحَكْتُمْ هَذَا  
الشَّابَّ كَثِيرًا؟ — وَقَفْتُهَا لِأَسْأَلَهَا عَنْ حَالِهَا — هَلْ أَبْقَيْتِ الْخَادِمَ  
فِي الْبَيْتِ؟ — خَوْفُنَاهُ<sup>(1)</sup> لِيَبْعُدَ عَنَّا<sup>(2)</sup> — لِمَاذَا أَيْقَظَنِي الْآنَ؟ —  
هَلْ غَطَسْتَ الْكَلْبَ فِي الْمَاءِ أَمْ غَرَقْتَهُ؟ — مَنْ مَلَكَهُ هَذِهِ الْبُيُوتُ  
الْعَظِيمَةُ؟ — مَنْ فِيهِمَا هَذِهِ الدُّرُوسُ؟ — أَحْضَرْتُهُ لِأَشْكُرَهُ

— Exercise 67 —

Who made this little child weep? — Take this lady into the drawing-room, until they look for a carriage for her. — I am making him write two pages of the dictionary. — Make (s) this young man go away from here. — We will make them sell their houses and gardens. — See (pl) how they make these poor soldiers lie on the ground. — This news has made me forget what you told me yesterday. — Make (s.f) the servant come in and tell him to inform me of what he did at the market. — He made me accept this watch, in spite of me. — This teacher made me learn my lesson in half an hour. — What did he make you gain? — It is my uncle who caused me to inherit all this wealth. — Do not cause me to be deceived.

1. In the 2nd form, the concave derived verbs take up again the و or ي of the primitive form.

2. for عَنْ نَا



66th Lesson — DERIVATIVES FROM TRILITERAL VERBS

3rd Form

Simple verbs	Derived verbs
حَسَبَ to count	حَاسَبَ to make a reckoning with somebody
حَكَى to relate	حَاكَى to converse with somebody

This form which is obtained by placing **ا** after the 1st radical is usually transitive and denotes the action expressed by the simple verb together with an idea of reciprocity.

قَتَلَ to kill	قَاتَلَ to seek to kill, to fight
سَبَقَ to precede, to surpass	سَابَقَ to seek to surpass

This form likewise denotes effort, emulation.

4th Form

قَتَلَ to kill	تَقَاتَلَ to fight with one another
(o) بَدَلَ to replace, to exchange	تَبَادَلَ to interchange

This form, which is obtained by placing **ا** before the 1st radical and **ا** after, is intransitive and usually indicates a reciprocity of action.

(o) عَظُمَ to be great, glorious	تَعَظَّمَ to make oneself great
(o) جَدَّ to be great, noble	تَجَادَدَ to boast, to exalt oneself

This form signifies sometimes *to make oneself...*, *to pass oneself off as...*, *to appear...*, *to become...*, etc.

5th Form

Simple verbs

عَلِمَ to know
قَطَعَ to cut

Derived verbs

تَعَلَّمَ to learn
تَقَطَّعَ to be cut

This form, which is obtained by placing **ا** before the 1st radical and **ا** over the 2nd, has usually a reflexive or a passive meaning.

6th Form

(a) خَدَعَ to deceive	اِنْخَدَعَ to be deceived
(i) جَسَسَ to imprison	اِنْجَسَسَ to be imprisoned
قَضَى to accomplish, to finish	اِنْقَضَى to be accomplished, to be finished

This form, which is obtained by placing **ا** before the 1st radical, has usually a passive meaning.

7th Form

جَمَعَ to gather	اِجْتَمَعَ to assemble
كَسَبَ to gain, to earn	اِكْتَسَبَ to gain, to earn
شَرَى to buy	اِشْتَرَى to buy

This form, which is obtained by placing **ا** before the 1st radical and **ا** after, has usually a reflexive meaning and sometimes an active meaning.



67th Lesson — DERIVATIVES FROM TRILITERAL VERBS

8th Form

Derived verbs

(1) أَحْمَرَ to be or to become red      أَيْضَ to be or to become white

أَعْوَجَ to be or to become bent

This form, which is obtained by placing ا before the 1st radical and (ـ) over the last, indicates colours and deformities.

9th Form

Simple verbs

Derived verbs

فَهِمَ to understand

اسْتَفْهِمَ عَنْ to try to understand, to seek to know

(i) غَفَرَ to pardon

اسْتَغْفَرَ... عَنْ to ask pardon of... for

(o) كَبَرَ to be or to become great

اسْتَكْبَرَ to consider as great, important

(a) صَغَرَ to be or to become small

اسْتَصْغَرَ to consider as small, to depreciate

(2) اسْتَجَابَ to grant, to accede to

This form, which is obtained by placing the syllable اِسْت before the 1st radical, often indicates the desire or demand for the action or state expressed by the simple verb.

It is usually translated by *to try to...*, *to ask for...*, *to consider as...*

1. The simple verbs denoting colours or deformities are scarcely ever employed.

2. Concave verbs are conjugated like بَاعَ .

— Exercise 68 —

مَاذَا تَتَقَاسَمُونَ ؟ — تَحَاكُوا كَثِيرًا فَتَضَارِبُوا<sup>(1)</sup> — وَقَعَ الْكَأْسُ مِنْ يَدِي فَأَنْكَسَرَ — يَجِبُ عَلَيْكُمْ أَنْ تَتَفَاهَمُوا قَبْلَ أَنْ تَتَبَاغَضُوا — سَأَلْتُهُ عَمَّا فَعَلَ فَأَحْمَرَّ وَجْهَهُ — اسْتَدْعَيْتُكُمْ لِأَنْصَحَكُمْ أَلَا<sup>(2)</sup> تَسْتَكْبِرُوا أَلَا<sup>(3)</sup> — اسْتَغْفِرِي اللَّهَ عَنْ ذَنْبِكِ<sup>(4)</sup> — سَقَطَ مِنَ الشَّبَاكِ فَمَاتَ — أُنْظِرُ كَيْفَ أَصْفِرَ الْمَاءَ فِي الْقَدَحِ فَأَيْضَ فَاسْوَدَّ — اقْتَرِبُوا مِنْهُمْ قَلِيلًا ثُمَّ ابْتَغِدُوا — اسْتَخْرَجْنَا ذَلِكَ مِنَ الْكِتَابِ — مَاذَا يَمْتَلِكُ هَذَا الشَّابُّ ؟ — مَتَى اسْتَدْعُوا الطَّبِيبَ ؟

— Exercise 69 —

Have you reckoned with the grocer and the baker ? — The bottle has fallen on the ground and is broken. — Why are they always fighting ? — Try (pl) to understand what has happened yesterday. — These plants have become green and soon they will become yellow. — From where have you (s) extracted that ? — What do our neighbours possess in this street ? — Ask pardon of God for your faults (5) and God will pardon you. — Where and when will they meet ? — We have shared our mother's property. — Do not look upon (s) this fact as important. — Where are the books which we bought ? — I ask God to grant my prayer (6).

1. The conjunction فَ usually means *and, then, consequently*, etc. ; it is sometimes merely an expletive.

2. for لَا — 3. the fact — 4. your fault — 5. ذُنُوبُكُمْ — 6. صَلَاتِي



68th Lesson -- DERIVATIVES FROM QUADRILITERAL VERBS

Simple verbs	Derived verbs
بَرَّطَلَ to bribe	تَبَرَّطَلَ to be bribed
دَحَرَجَ to roll	تَدَحَرَجَ to be rolled
زَعَزَعَ to shake	تَزَعَزَعَ to be shaken

The most common derived form of the quadriliteral verb is obtained by placing **ت** before the first radical. It often gives a passive meaning to the simple verb.

This form is conjugated like derived trilateral verb beginning with **ت**.

— Exercise 70 —

أَهَذَا الطَّيِّبُ تَبَرَّطَلَ ؟ — لَا أَظُنُّ أَنَّهُ يَتَبَرَّطَلُ — أَنْظِرْ إِلَى  
الزُّجَاجَةِ كَيْفَ تَتَدَحَرَجُ — لَا شَكَّ أَنَّ الرِّيحَ زَعَزَعَتْ هَذَا  
الْيَتِّ — لِمَاذَا تَبَلَّلَ هَذَا الشَّابُّ أَمَامَكُمْ ؟ — كَيْفَ لَمْ يَقْدِرُوا  
أَنْ يُزْطَلُوهُمْ ؟ — بَرَّهْنِ لِي أَنَّهُمْ سَيَنْقَاسِمُونَ هَذِهِ الْأَمْوَالَ —  
سَأُبْرِّهَنُ لَكَ ذَلِكَ — إِنْخَدَعُوا فَتَبَرَّطَلُوا — كَيْفَ بَرَّهْنِ أَنَّهُمْ  
قَبِلُوا ذَلِكَ ؟ — هَلِ الرِّيحُ تُزَعَزِعُ الْمَنَازِلَ ؟ — نَعَمْ تُزَعَزِعُهَا —  
لِمَاذَا هَذِهِ الْأَشْيَاءُ مُتَبَلِّلَةٌ ؟ — كَيْفَ تَدَحَرَجَ هَذَا الْوَلَدُ  
مِنْ السَّلَمِ ؟ — هُوَ لَا يَتَبَرَّطَلُونَ أَبَدًا

69th Lesson — FORMATION OF COMPOUND TENSES

Imperfect tense

She was drinking	كَانَتْ تَشْرَبُ
We were eating	كُنَّا نَأْكُلُ

The *imperfect tense* is rendered by the present tense of the verb to be conjugated, preceded by the past tense of the verb **كَانَ** (to be) of the same person and number.

Pluperfect (1)

They had arrived	كَانُوا وَصَلُوا
She had taken flight	كَانَتْ قَدْ هَرَبَتْ <sup>(2)</sup>

The *pluperfect* is rendered by the past tense of the verb preceded by the past tense of **كَانَ**.

Future perfect

I shall have returned	أَكُونُ عُدْتُ
We shall have written	نَكُونُ قَدْ كَتَبْنَا

The *future perfect* is rendered by the past tense of the verb preceded by the present tense of **كَانَ**.

1. The English present perfect tense is rendered by the ordinary past tense in Arabic.

2. This participle, which in the literary language is usually placed between the auxiliary **كَانَ** and the past tense of the verb conjugated, is not translated in English.



70th Lesson — FORMATION OF COMPOUND TENSES

Conditional present tense

If she listened, she would understand }  
 لو كَانَتْ تَسْمَعُ لَكَانَتْ تَفْهَمُ  
 لو أَصَغَتْ لَفَهَمَتْ

The *conditional present* is rendered by the imperfect or the past tense of the verb to be conjugated preceded by the particle *لو*; the conjunction *if* is translated by *لو* followed by the imperfect or the past tense respectively.

Conditional perfect tense

If he had come, I should have accompanied him }  
 لو كَانَ أَنَّى لَكُنْتُ رَافِقَتَهُ

The *conditional past* is rendered by the pluperfect tense of the verb to be conjugated preceded by the particle *لو*; *if* is translated by *لو* followed by the pluperfect.

If you do (s) that, you will succeed

إِنْ تَفْعَلَ ذَلِكَ تَنْجَحَ

If they come, we shall be glad

إِذَا جَاءُوا نَفْرَحُ

The *present tense* preceded by *if* (إِنْ, إِنْ or إِذَا) is translated in Arabic by the present, the imperfect or the past tense; however, the verb immediately preceded by إِذَا should not be in the present tense.

In conditional sentences with إِنْ, the present tense, in the subordinate clause as well as that of the principal clause, ends in (نَ) or loses its final ن, as is the case with the prohibitive particle لَا. (1)

1. The same is true for مَنْ used relatively (he who, she who, etc.)

Exercise 71 —

مَاذَا كُنْتُمْ تَبْعُونَ؟ — أَيْنَ الْأَوْرَاقِ الَّتِي كَانَتْ عَلَى الْمَكْتَبِ؟ —  
 لَمَّا (1) حَضَرَ الْمَسَاكِرَ كَانُوا قَدْ هَرَبُوا — إِذَا اجْتَمَعُوا أَبْعِدُوهُمْ  
 عَنْ هَذَا الْمَكَانِ — مَاذَا كُنْتَ تَأْكُلُ؟ — لَوْ كُنَّا عَلِمْنَا ذَلِكَ لَمَّا  
 كُنَّا أَتَيْنَا الْآنَ — لَمَّا تَرَجِعْ نَكُونُ لَبْسِنَا — لَوْ كَانَ مَعِيَ ثُقُودٌ  
 لَكُنْتُ أُشْتَرِيتُ هَذَا الْبُسْتَانَ — إِذَا أَتَوْا نَخْرُجْ مَعَهُمْ — لَوْ دَرَسَ  
 لِحَفَظَ — إِنْ أَكَلْتُمْ نَأْكُلْ مَعَكُمْ — لَوْ لَمْ يَكُنْ أَكْرَمَنِي لَمَّا  
 كُنْتُ أَكْرَمْتُهُ — لَمَّا عُدْتُ كَانَ أَخِي قَدْ سَافَرَ — إِذَا حَضَرَ  
 الْخَادِمَ قُلْ لَهُ أَنْ يَلْحَقَنِي — لَوْ كُنْتُ عَلِمْتُ ذَلِكَ لَمَّا كُنْتُ شَرَبْتُ

Exercise 72 —

What was John doing in front of our house? — I think (that) he was buying newspapers or magazines. — If he had bought newspapers, he would have told me. — If the doctor had come, I should have gone out. — When we arrived, she had not learnt the news. — What is the name of the young man who was accompanying you? — If he comes, tell him to join us at the market. — When you are dressed, we will tell our friend to come. — If you go to school, we will go with you. — When they translated the book, I was not here. — If we had money, we should have bought this ring. — If you call (s) her, she will come. — If she did not come, I should not call her.

1. When.



71st Lesson — THE PASSIVE VERB

Past tense

Active form		Passive form	
He killed	قَتَلَ	He was killed	قُتِلَ
He has extracted	اِسْتَخْرَجَ	It has been extracted	اُسْتُخْرِجَ
He translated	تَرَجَّمَ	It has been translated	تُرْجِمَ

The *past tense* of the *passive verb* is formed by placing (ـَ) under the penultimate radical and (ـُ) over the preceding letters which bear vowel-accents.

Present or future tense

He kills, he will kill	يَقْتُلُ	He will be killed	يُقْتَلُ
He extracts, will extract	يَسْتَخْرِجُ	It will be extracted	يُسْتَخْرَجُ
He translates, will translate	يَتَرَجَّمُ	It will be translated	يَتُرْجَمُ

The *present or future tense* of the *passive verb* is formed by placing (ـَ) over the penultimate radical and (ـُ) over the prefix-letter. (1)

1. Sometimes, in Arabic, certain derived forms of the verb supply the passive voice ; e.g. اِنْجَرَحَ التِّلْمِيذُ (the pupil has been wounded).

Exercise 73 —

كَيْفَ قُطِعَ الْفُصْنُ مِنَ الشَّجَرَةِ؟ — هَلْ تُرْجِمَ الْكِتَابُ؟ —  
 أَظُنُّ أَنَّهُ لَمْ يَتْرَجَمْ إِلَى الْآنَ — هَلْ قُتِلَ الشَّابُّ الَّذِي كَانَ مَعَنَا  
 أَمْسَ؟ — لِمَاذَا طُرِدَتْ هَذِهِ الْخَادِمَةُ؟ — أَيْسَجُنْ هُوَ لَا الْعَسَاكِرِ؟  
 — يُقَسَّمُ الْكِتَابُ إِلَى ثَلَاثَةِ أَجْزَاءَ — لِمَاذَا هُوَ لَا الْأَشْخَاصَ  
 يُكْرَمُونَ حَيْثُ يَذْهَبُونَ؟ — حُكِمَ عَلَى السَّارِقِ بَأَن يَجْبَسَ —  
 هَذِهِ الْبُيُوتُ لَا تُسَكَنُ — لَا يَمْدُرُ أَحَدٌ مِنْ هَؤُلَاءِ الشُّبَّانِ —  
 مَتَى يُزْرَعُ الْفُطْنُ وَمَتَى يُجْمَعُ؟ — مَاذَا يُصْنَعُ فِي هَذِهِ الْوُرُشِ؟ —  
 تُشْتَرَى هَذِهِ الْأَشْيَاءُ مِنَ السُّوقِ — اللَّحْمُ يُؤْكَلُ وَالْمَاءُ يُشْرَبُ

Exercise 74 —

Where are the flowers which have been gathered? — When will these houses be pulled down? — Why have these children been beaten? — Where has this ring been found? — Will these dogs be poisoned? — Will the pupils learn the lessons which have been explained to them? — When will this poet be presented to the king? — I think that he will be presented to him today. — Will not these exercises be translated? — Has not your (s) money been counted? — Why have those people been driven away from here? — Will these glasses be filled? — The book will be translated, then printed. — Will this news be published today? — I think that it will be published neither today nor to-morrow. — When will this man be questioned on the facts (1) which you know?



72nd Lesson — THE MASDAR or VERBAL NOUN

قَتَلَ	to kill	قَتْلٌ	the act of killing (murder)
ظَهَرَ	to appear	ظُهُورٌ	the act of appearing (appearance)

The *Masdar* is the noun which denotes in an abstract way the action expressed by the verb. The *Masdar* often translates the English infinitive.

Sometimes several *Masdars* are coined from a single verb.

I — *Masdars* formed from trilateral verbs (1)

تَرَكَ	to abandon	تَرْكٌ	abandoning
بَاعَ	to sell	بَيْعٌ	selling, a sale
وَعَدَ	to promise	وَعْدٌ	a promise

The *Masdar* of transitive verbs of three letters is generally of the form **فَعْلٌ**.

خَرَجَ	to go out	خُرُوجٌ	going out, an exit
وَقَعَ	to fall	وُقُوعٌ	a fall
وَصَلَ	to arrive	وُصُولٌ	an arrival

The *Masdar* of intransitive verbs of three letters is usually of the form **فُعُولٌ**. This form is used particularly in the case of verbs denoting motion.

1. The *Masdar* of these verbs varies; usage and the dictionary can alone indicate it.

— Exercise 75 —

مَنْ أَمَرَكَ بِفَتْحِ الشَّبَائِكِ وَكَنْسِ الْأَوْضِ؟ — سُرِرْتُ كَثِيرًا  
بِنَجَاحِ هَذَا الشَّابِّ — هَذَا بَابُ الدُّخُولِ وَذَلِكَ بَابُ الْخُرُوجِ —  
مَنْ يَمْدَحُ يَمْدَحُ — هَلْ تَتَعَلَّمُونَ الْكِتَابَةَ وَالْقِرَاءَةَ؟ — مَا هَذَا  
السُّؤَالُ؟ — مَا عَذْرُكَ عَلَى تَقْلُكَ؟ — قَدِمْتَ شَقِيقَتِي مِنَ السَّفَرِ  
فَدَهَبْتَ لِلِقَائِهَا — أَمَرَهُمْ بِالْوُقُوفِ مُدَّةَ سَاعَةٍ ثُمَّ سَمَحَ لَهُمْ بِالْجُلُوسِ  
— مَا هَذَا الصُّعُودُ وَمَا هَذَا النُّزُولُ؟ — لِي أَمَلٌ عَظِيمٌ فِي وَعْدِكُمْ  
— جَبَسُ هَؤُلَاءِ الْأَشْخَاصِ وَاجِبٌ<sup>(1)</sup> وَقَتْلُ أَوْلِيكَ مُنِيدٌ — أَلَمْ  
يُقْبَلْ طَلَبُ هَذِهِ السَّيِّدَةِ؟ — أَقَوْلُهُمْ صَادِقٌ أَمْ كَاذِبٌ؟

— Exercise 76 —

Who ordered you to leave (2) this place? — Why have they presented this request to the king? — What is the hour of arrival and the hour of departure? — In this school, they learn writing and drawing. — What have you (s) gained by the sale of your garden? — What is the date of your return (3)? — The demolition of this wall is indispensable for the preservation (4) of this house. — What is the date (5) of the appearance of this newspaper? — Who prevents you (f) from entering or going out? — The fertility of the land. — (The) going (6) and (the) returning (7). — The examination of the pupils. — The barking of the dogs. — (The) sweeping and (the) watering.

1. Obligatory, compulsory, indispensable.
2. The *Masdars* which are not indicated in the foregoing exercise and before which no note is made, are modelled on the form **فَعْلٌ**.
3. الإِيَابُ 7. — الدَّهَابُ 6. — تَأْرِيخٌ 5. — حِفْظٌ 4. — رُجُوعٌ 3.



73rd Lesson — THE MASDAR or VERBAL NOUN

II — Masdars of verbs of four letters

تَرْجَمَ	to translate	تَرْجَمَةٌ	translation
أَرْسَلَ	to send	إِرْسَالٌ	sending, despatch
عَلَّمَ	to instruct	تَعْلِيمٌ	instruction
شَاجَرَ	to dispute	مُشَاجَرَةٌ	dispute

The Masdars of verbs composed of *four* letters are regular and are generally formed on the models of the above forms.

III — Masdars of verbs of five and six letters

تَأَسَّفَ	to regret	تَأَسُّفٌ	regret
تَدَخَّرَجَ	to roll	تَدَخُّرُجٌ	rolling

The Masdar of verbs composed of *five* letters the 1st of which is an additional *ت* is formed by replacing the vowel-sign of the penultimate letter by (ـُ).

اجْتَمَعَ	to meet	اجْتِمَاعٌ	a meeting
اسْتَعْلِمَ	to be informed	اسْتِعْلَامٌ	information
اسْتَعْمَلَ	to use	اسْتِعْمَالٌ	use

The Masdar of other verbs composed of *five* letters and of those composed of *six* letters is formed by changing the vowel-accent of the 3rd letter to (ـَ) and adding *ل* before the final radical.

— Exercise 77 —

مَاذَا تَعْمَلُونَ فِي اجْتِمَاعَاتِكُمْ؟ — هَلْ بَدَأْتَ تَرْجَمَةَ هَذَا الْكِتَابِ؟  
— أَيْنَ تَكُونُ الْمُقَابَلَةُ؟ — هَلْ يَطْلُبُ اسْتِعْلَامَاتٍ بِشَأْنِ (1) هَذِهِ  
الْمَسْأَلَةِ (2)؟ — هَذِهِ الْكُتُبُ مُفِيدَةٌ جِدًّا لِلتَّعْلِيمِ — لَا أَرْغَبُ  
اسْتِعْمَالَ هَذِهِ الْكَلِمَاتِ فِي هَذَا الْمَوْضِعِ — أَتَأْمَلُ الْحُصُولَ  
عَلَى ذَلِكَ؟ — يَلْزَمُ اسْتِئْذَانُ نَازِلِ الْمَدْرَسَةِ قَبْلَ الْخُرُوجِ —  
يَرْغَبُ اسْتِحْضَارُ هَؤُلَاءِ الْأَشْخَاصِ فِي الْحَالِ — الْعِلْمُ أَعْظَمُ  
مِيرَاثٍ يَتْرَكُهُ الْأَبَاءُ لِلْأَبْنَاءِ — إِكْرَامُ السَّيِّدَاتِ وَاجِبٌ — حَصَلَتْ  
مُشَاجَرَةٌ بَيْنِي وَبَيْنَ هَذَا الشَّابِّ — يَلْزَمُ مُرَاقَبَةُ هَؤُلَاءِ الْأَوْلَادِ

— Exercise 78 —

Nobody has been sent to accompany these children. —  
We have three meetings a month. — How do you make  
these translations? — Instruction is compulsory in this  
country (3). — What is the date of the presentation of the  
books? — Why do they wish to use this word instead of  
that? — When have they forbidden you to send money to  
this merchant? — We must make these people come here. —  
Were you present at the prince's reception? — Why does she  
ask for this information? — Do they not wish to use these  
words in their exercises? — Why do you refuse to send your  
children to this school? — Do you wish to enter them at the  
university? — The presentation of (the) requisitions will take  
place (4) to-morrow morning.

1. concerning... — 2. question. — 3. الْقَطْرُ — 4. يَكُونُ



74th Lesson — DEGREES OF COMPARISON

The Comparative

Comparative of equality

She is as tall as her brother هي طويلة مثل شقيقها

The comparative of equality is formed by placing after the adjective كَ or مِثْل (as) which translate the expression as ... as.

Comparative of superiority

كَبِير great (from the verb كَبُرَ) أَكْبَر greater

صَغِير small (from the verb صَغَرَ) أَصْغَر smaller

The comparative of superiority of adjectives derived from simple trilateral verbs is formed on the model of أَفْعَل, by reducing these adjectives to the radicals of the verbs from which they are derived and placing أ before them.

مُجْتَهِد diligent (إِجْتِهَاد diligence) أَكْثَر أَجْتِهَاداً more diligent

أَبْيَض white (يَبَاض whiteness) أَشَدَّ يَبَاضًا whiter

The comparative of superiority of adjectives derived from verbs of more than three letters (quadrilateral or derived) and the comparative of adjectives denoting colours or deformities, are obtained by placing before the substantives (1) corresponding to these adjectives one of the expressions أَكْثَر (more), أَشَد (stronger) or another equivalent.

1. These substantives are terminated by (ا).

Comparative of inferiority

سَهْل easy (سُهُولَة ease) أَقَلَّ سُهُولَةً less easy

صَعْب difficult (صُعُوبَة difficulty) أَقَلَّ صُعُوبَةً less difficult

مُجْتَهِد diligent (إِجْتِهَاد diligence) أَقَلَّ أَجْتِهَادًا less diligent

أَحْمَر red (إِحْمِرَار redness) أَقَلَّ أَحْمِرَارًا less red

The comparative of inferiority is obtained by placing the word أَقَل (less) before the substantive corresponding to the adjective.

These boys are taller than these girls هُوَ لَا الصَّبِيَّانَ أَطْوَلُ مِنَ هُوَ لَا الْبَنَاتِ

This girl is more diligent than that هَذِهِ الْبَنَةُ أَكْثَرُ أَجْتِهَادًا مِنْ تِلْكَ

My books are less clean than yours كُتُبِي أَقَلَّ نَظَافَةً مِنْ كُتُبِكَ

This cloth is less black than that هَذَا الْجُوخُ أَقَلَّ سَوَادًا مِنْ ذَاكَ

This stuff is less yellow than that هَذَا الْقُمَاشُ أَقَلَّ أَصْفَرَارًا مِنْ ذَاكَ

The comparative is always invariable; than is translated by مِنْ.



75th Lesson — DEGREES OF COMPARISON

The Superlative

The Superlative (relative)

Mary and her brother are the  
smallest of the pupils

مَرِيَمَ وَشَقِيقَهَا أَصْغَرَ التَّلَامِيذَةِ

The *superlative* of adjectives derived from *simple triliteral* verbs, followed by its complement, is rendered by the comparative which remains invariable.

These (d) are the most diligent  
of your children

هُمَّا أَلَا كَثَرُ اجْتِهَادًا مِنْ أَوْلَادِكُمْ

This is the blackest of my ewes

هِيَ أَلَا كَثَرُ سَوَادًا مِنْ نِعَاجِي

The *superlative* of adjectives formed from verbs of *more than three* letters (quadriliteral or derived) and the superlative of adjectives which denote colours or deformities, are obtained by placing the definite article before the corresponding comparative; *of* is translated by *مِنْ*.

Superlative of inferiority

She is the least beautiful of our  
neighbours

هِيَ أَلَا قَلَّ جَمَالًا مِنْ جِيرَانِنَا

The *superlative of inferiority* is the comparative preceded by the definite article; *of* is translated by *مِنْ*.

— Exercise 79 —

لَا شَكَّ أَنَّ هَذِهِ الدُّرُوسَ أَسْهَلَ مِنَ الَّتِي حَفِظْنَاهَا أَمْسَ — هَذَا  
أَغْنَى تُجَّارِ الْمَدِينَةِ <sup>(1)</sup> — هَلْ إِخْوَتُكُمْ طَوَالَ كَأْوَلاَدِ عَمَّكُمْ؟ —  
أَظُنُّ أَنَّهُمْ أَقْصَرُ مِنْهُمْ قَلِيلًا — هَذِهِ الْأَقْمِشَةُ أَكْثَرُ بَيَاضًا مِنْ تِلْكَ  
— هَذِهِ الْأَبْنَةُ أَجْمَلُ أَخَوَاتِهَا — أَوْضَتِي أَوْسَعُ مِنْ أَوْضَةِ صَدِيقِي  
— لَا رَيْبَ أَنَّ هَذَا الطَّيِّبَ أَمَرٌ مِنَ الَّذِي جَاءَ أَمْسَ — هَذَا أَكْبَرُ  
أَبْنَاءِ عَمَّنَا وَذَلِكَ أَصْغَرُهُمْ وَهَذَا أَعْلَمُهُمْ وَذَلِكَ أَذْكَاهُمْ — هَذِهِ  
الْتِمَارِينَ أَصْعَبُ مِنَ الَّتِي تَرْجَمْنَاهَا — أَنَا أَظُنُّ أَنَّهَا أَقَلُّ صُعُوبَةً  
مِنْهَا — هَذِهِ الْأَجْوَاخُ هِيَ أَلَا كَثَرُ سَوَادًا وَتِلْكَ أَلَا قَلَّ بَيَاضًا

— Exercise 80 —

This is the tallest of my sons and that is the smallest of my daughters. — This cloth is not so black as (less black than) that which we bought. — This lesson is easier than that (the lesson) of yesterday and more difficult than that (the lesson) of the day before yesterday. — Are your children more diligent or less diligent than those (the children) of your cousins? — I think that they are more diligent and more intelligent than they. — These engineers are more skilful than those. — These are the most skilful engineers of the town. — These stuffs are not so green as (less green than) that which we sell. — Is not this house larger than our sister's house? — I think that it is a little smaller than hers (her house). — John is the poorest of the family.

1. the town.



76th Lesson — THE CASES OF THE ARABIC DECLENSION

In Arabic, there are *three* cases which are distinguished by final vowel-accents. They are :

- 1<sup>o</sup> the *Raf'a* الرَّفْعُ 2<sup>o</sup> the *Nasb* النَّصْبُ 3<sup>o</sup> the *Garr* الْجَرُّ  
sign : ( ُ ) sign : ( َ ) sign : ( ِ )

1st Case — الرَّفْعُ ( ُ )

The pupil has succeeded

نَجَحَ التِّلْمِيذُ

The *Raf'a* usually denotes the subject.

2nd Case — النَّصْبُ ( َ )

He has published the news

نَشَرَ الْخَبَرَ

I struck him to-day

ضَرَبْتُهُ الْيَوْمَ

Joseph was our servant

كَانَ يُوسُفُ خَادِمَنَا

The book is the companion of man

إِنَّ الْكِتَابَ رَفِيقُ الْإِنْسَانِ

The *Nasb* usually marks the direct complement of the verb, circumstantial words, the complement of the verb كَانَ (to be) and similar verbs (1), the complement of the particles إِنَّ (2) and their compounds (3).

1. of which the chief are : صَارَ (to become), أَصْبَحَ (to be in the morning), أَمْسَى (to be in the evening).

2. The particle إِنَّ which is generally used to give more force to a phrase, is placed before the subject noun, if the latter stands before the verb ; in such a case it is not translated in English.

3. E.g. لِأَنَّ (because), كَأَنَّ (as if), لَكِنَّ (but).

3rd Case — الْجَرُّ ( ِ )

مِفْتَاحُ الْبَابِ

The key of the door

قَصِيرُ الْقَامَةِ

Short of stature

مِنَ الْمَدِينَةِ

From the city

The *Garr* is usually applied to the complement of a noun, adjective or preposition.

Exceptions :

1<sup>o</sup>. The *dual* ends in اِن in the *Raf'a* and يِن in the *Nasb* and *Garr*.

2<sup>o</sup>. The *regular plural masculine* ends in وِن in the *Raf'a* and يِن in the *Nasb* and *Garr*.

3<sup>o</sup>. The *regular plural feminine* ends in اِتر in the *Nasb*.

4<sup>o</sup>. The *five* following nouns take و in the *Raf'a*, ا in the *Nasb* and ي in the *Garr* :

Father	أَبَا	أَبَا	أَبِي
Brother	أَخُو	أَخَا	أَخِي
Father-in-law	حَمُو	حَمَا	حَمِي
Mouth	فُو	فَا	فِي <sup>(1)</sup>
Possessor	ذُو	ذَا	ذِي

E.g. كَتَبْتُ إِلَى أَبِيكَ شَكَرْتُ أَبَاكَ جَاءَ أَبُوكَ

Remark. — the four former substantives accompanied by || or by the conjunctive pronoun of the first person singular are written : قَم — حَم — أَخ — أَب .

E.g. قَمِي (my mouth) — أَخِي (the brother)

1. It is also said قَم , in the three cases.



77th Lesson — THE CASES OF THE ARABIC DECLENSION

THE DOUBLING OF THE FINAL VOWEL-ACCENT

A French poet said

قَالَ شَاعِرٌ فَرَنْسَاوِيٌّ

I have read a book

قَرَأْتُ كِتَابًا

Branches of trees

فُرُوعُ شَجَرٍ

The final vowel-accent is doubled if the word on which it is placed is undetermined; this doubling of the vowel-accent is called *tanwīn*: (ـِ), (ـَ), (ـِ).

ا is added to the termination (ـِ), but it does not affect the pronunciation.

أجزاء parts

مدينة town

قرى villages

If the undetermined word ends in ا — ة — ي, the final ا is suppressed (1).

THE 3rd PERSON OF THE PRONOUN

هـِ

فيه

عليه

هم

فيهم

عليهم

For the sake of euphony, after (ـِ) or after ي without an accent or having (ـِ) over it, the accent of the 3rd person of pronoun (singular and plural) becomes (ـِ).

1. The (ـِ) is sometimes used to form adverbs; e.g. **يَوْمِيًّا** (daily, day by day), **شَهْرِيًّا** (monthly), **سَنَوِيًّا** (annually).

— Exercise 81 —

كَمْ (1) سَاعَةً اشْتَرَيْتُمْ؟ — كَمْ خَبَرًا فِي هَذِهِ الْجَرِيدَةِ؟ — لَأَشْكَّ أَنْ هَؤُلَاءِ السَّيِّدَاتِ فَاضِلَاتٌ — تَرَجَمْنَا الْكِتَابَ الَّذِي أُرْسِلَ إِلَيْنَا — كُنْتُ فَقِيرًا فَصُرْتُ غَنِيًّا — كَمْ مُؤَلَّفًا تَقْرَأُونَ فِي السَّنَةِ؟ — عِنْدَنَا عَرَبَةٌ وَحَصَانَانِ — أَكْرِمُوا آبَاءَكُمْ وَأُمَّهَاتَكُمْ — لَا أَظُنُّ أَنَّ أَخَاكَ يُحَاسِبُ الطَّيِّبَ الْيَوْمَ — مَتَى وَعَدَنِي هَذَا الشَّابُّ بِالْخُرُوجِ مَعِيَ؟ — كَمْ نُسْخَةً أَرْسَلُوا إِلَى الْجَرَائِدِ؟ — مَا أَسْمُ هَذَا الرَّجُلِ وَمَا أَسْمَاءُ أَوْلَادِهِ؟ — كَمْ عَسْكَرِيًّا وَصَلَ أَمْسَ؟

— Exercise 82 —

Do you know the doctor who lives in this little street? — I know him very slightly (little). — These merchants sold (some) cloth and (some) stuffs to my brother. — Has Joseph returned with his friends? — The dog is a friend of (the) man. — Where do you wish that he sends his son? — This princess was poor but she has become very rich. — Have you thoroughly (2) understood the lessons which we have explained to you? — How many pages have you written? — I love (3) my father and my mother. — He loves his brother and his sister. — We love our parents (4). — I think that our neighbours will never leave their house. — What are these engineers doing here? — He hopes that his son and his brother will succeed. — Has John gone out with his father or his brother? — We shall set out (5) in (6) a month or two (months).

1. The noun immediately following **كَمْ** (how much, how many?) is in the singular and in the *Nash*.

2. **بَعْدَ**. 3. to love **أَحَبَّ**. 4. parents **أَهْلَ**. 5. to set out **سَافَرَ**. 6. **جَيِّدًا**.



78th Lesson — THE NUMERALS

CARDINAL NUMERALS

Three men | ثلاثة رجال | Nine women | تسع نساء

a) - The numerals from *three* to *nine* inclusive are written in the feminine if the noun which follows them is masculine and vice-versa,

The noun is placed in the plural and in the *Garr*.

Eleven men | أحد عشر رجلاً

Twelve books | اثنا عشر كتاباً<sup>(1)</sup>

Nineteen women | تسع عشرة امرأة

Sixty-five pupils | خمسة وستون تلميذاً

b) - The numerals from *eleven* to *ninety-nine* inclusive take the following noun in the singular and in the *Nasb*. (2)

Ten men | عشرة رجال | Eleven girls | إحدى عشرة بنتاً

Ten women | عشر نساء | Seventeen boys | سبعة عشر صبياً

c) - The numeral *ten*, when used alone, follows the same rule as the numerals in class (a).

When used with another number, it is written in the same gender as the noun to which it refers; the noun is put in the singular and in the *Nasb*.

1. اثنتان, إحدى, اثنتين or اثنتان and أحد give the feminine forms اثنتين or اثنتين.

2. The numerals from *eleven* to *nineteen* inclusive, as well as the « tens » ثلاثون, etc., always end in (ـة).

Five hundred men | خمسمئة رجل

Four thousand women | أربعة آلاف امرأة

d) - The numerals *hundred* and *thousand* require the noun which follows them to be in the singular and in the *Garr* (1).

ORDINAL NUMERALS

First	أول	Eleventh	حادي عشر
Second	ثاني <sup>(2)</sup>	Twelfth	ثاني عشر
Third	ثالث	Thirteenth	ثالث عشر
Fourth	رابع	Fourteenth	رابع عشر
Fifth	خامس	Fifteenth	خامس عشر
Sixth	سادس	Sixteenth	سادس عشر
Seventh	سابع	Seventeenth	سابع عشر
Eighth	ثامن	Eighteenth	ثامن عشر
Ninth	تاسع	Nineteenth	تاسع عشر
Tenth	عاشر	Twenty-first	حادي وعشرون

The 17th article | المادة السابعة عشرة

The 34th line | السطر الرابع والثلاثون

The ordinal numerals are used in the same gender as the nouns to which they refer. أول is an exception, making its feminine أولى.

1. See p. 26 (2) and (3) — 2. for ثاني.



— Exercise 83 —

بَعَثْتُ ثَمَانِيَةَ كُتُبٍ وَخَمْسَةَ وَعِشْرِينَ دَقِيقًا وَسَبْعَ دَوَاقٍ — اِفْتَحُوا  
الدَّرْسَ السَّادِسَ ثُمَّ الْخَامِسَ وَالْعِشْرِينَ — فِي هَذَا الْمُؤَلَّفِ  
مِثْلَانِ وَثَلَاثُونَ صَحِيفَةً وَفِي كُلِّ صَحِيفَةٍ أَرْبَعَةٌ عَشَرَ سَطْرًا وَفِي كُلِّ  
سَطْرِ سَبْعُ كَلِمَاتٍ تَقْرِيبًا — عِنْدَهُ ثَلَاثَةُ صِبْيَانٍ وَخَمْسُ بَنَاتٍ —  
سَكَنْتُ فِي الدَّوْرِ الْأَوَّلِ وَسَكَنَ أَخِي فِي الدَّوْرِ الثَّالِثِ — هَذِهِ  
سَنَةٌ ١٩١٠ — أَظُنُّ أَنَّ فِي الدَّوْرِ الْأَوَّلِ أَرْبَعَ أَوْضٍ وَفِي الثَّانِي  
وَالثَّلَاثِ خَمْسًا — يُوجَدُ فِي هَذِهِ الْكُلِّيَّةِ سَبْعُمِائَةٍ وَتِسْعُونَ  
تَلْمِيزًا — كَمْ يَوْمًا فِي السَّنَةِ؟ — كَمْ سَطْرًا كَتَبْتُمْ؟

— Exercise 84 —

In the year (there are) three hundred and sixty-five days, in the month thirty or thirty-one days and in the week seven days. — Have you understood the tenth and the nineteenth lessons? — We have three dogs and two cats. — How many lessons have you studied? — Have you (s) copied the fifty-sixth article? — In the hour (there are) sixty minutes and in the minute sixty seconds. — What is the fourth sentence of this exercise? — In this family (there are) five doctors, four engineers, three school-mistresses, two advocates and one merchant. — How many houses have you? — Open (pl) the eleventh page of the dictionary. — I have bought a house of six stories and on (1) each storey (there are) fourteen rooms. — 56 (2) men. — 243 women. — 612 boys. — 4378 girls. — 16 sheep. — 8 camels. — 129 cocks — 25 hens. — 837 horses.

1. فِي — 2. Write in letters.

— Exercise 85 —

إِنَّ مِصْرَ (1) مِنْ أَخْضَبِ الْبُلْدَانِ (2) وَمَوْقِعُهَا (3) فِي الشَّمَالِ الشَّرْقِيِّ (4)  
مِنْ أَفْرِيْقِيَا (5) عَلَى سَاحِلِ (6) الْبَحْرِ الْأَبْيَضِ الْمَتَوَسِّطِ (7) وَهِيَ مِنْ  
أَقْدَمِ الْبِلَادِ الْمَشْهُورَةِ (8) فِي التَّارِيخِ وَكَانَ الْفَرَاعْنَةُ (9) مُلُوكًا لَهَا  
فِي قَدِيمِ الزَّمَانِ وَتَشْهَدُ آثَارُهُمْ (10) عَلَى تَقَدُّمِ (11) الْمِصْرِيِّينَ فِي  
تِلْكَ الْأَيَّامِ وَمِنْ هَذِهِ الْآثَارِ الْأَهْرَامُ (12) وَقَدْ بَنَاهَا بَعْضُ  
مُلُوكِهِمْ لِتَكُونَ قُبُورًا (14) لَهُمْ وَفِي هَذِهِ الْبِلَادِ يَمْتَدُّ (15) نَهْرُ  
النَّيْلِ (16) وَهُوَ مِنْ أَعْظَمِ أَنْهَارِ الْأَرْضِ وَتَصُبُّ (17) مِيَاهُهُ (18) فِي  
الْبَحْرِ الْمَذْكُورِ وَفِي الْقَطْرِ الْمِصْرِيِّ (19) مَدُنٌ (20) شَهِيرَةٌ أَعْظَمُهَا  
الْقَاهِرَةُ (21) وَهِيَ الْعَاصِمَةُ (22)

1. Egypt - 2. بلدان وبلدان countries - 3. موقع situation - 4. North-East - 5. Africa - 6. shore - 7. the Mediterranean Sea - 8. renowned - 9. the Pharaohs - 10. آثار monuments - 11. progress - 12. the Pyramids - 13. some - 14. قَبْر a tomb - 15. يَمْتَدُّ to stretch - 16. the Nile - 17. صَبَّ to pour - 18. مياه waters - 19. الْقَطْر Egypt - 20. towns - 21. Cairo - 22. the capital.



وَفِي مِصْرَ يُزْرَعُ الْقُطْنُ وَهُوَ مِنْ أَهَمِّ<sup>(1)</sup> مَوَارِدِ الثَّرْوَةِ<sup>(2)</sup> فِيهَا  
وَيُجْمَعُ الْقُطْنُ فِي فَصْلِ الْخَرِيفِ ثُمَّ يُرْسَلُ إِلَى الإسْكَندَرِيَّةِ<sup>(3)</sup>  
وَمِنْهَا يُحْمَلُ عَلَى السُّفُنِ<sup>(4)</sup> إِلَى كَثِيرٍ مِنْ مَمَالِكِ<sup>(5)</sup> أُورُوبَا<sup>(6)</sup>  
فَيَغْزَلُ<sup>(7)</sup> هُنَاكَ وَتُنْسَجُ<sup>(8)</sup> مِنْهُ الْأَقْمِشَةُ الَّتِي تُصْنَعُ مِنْهَا الْمَلَابِسُ<sup>(9)</sup>

1. more important - 2. sources of wealth - 3. Alexandria - 4.

سَفِينَةٍ ship - 5. مَمْلَكَةٌ a Kingdom, a State - 6. Europe - 7.

غَزَلَ to spin - 8. نَسَجَ to weave - 9. (the) clothes.

## APPENDIX

### TECHNICAL & ADMINISTRATIVE TERMS





THE GOVERNMENT

State	دَوْلَة
Government	حُكُومَة
Presidency of the Council of Ministers	رِئَاسَة مَجْلِسِ النُّظَار
Council of Ministers	مَجْلِسِ النُّظَار
The Ministries	النُّظَارَات
Ministry of Foreign Affairs	نِظَارَة الْخَارِجِيَّة
Ministry of Finance	نِظَارَة الْمَالِيَّة
Ministry of War	نِظَارَة الْحَرَبِيَّة
Ministry of Education	نِظَارَة الْمَعَارِفِ الْعُمُومِيَّة
Ministry of the Interior	نِظَارَة الدَّاخِلِيَّة
Ministry of Justice	نِظَارَة الْحَقَائِقِ
Ministry of Public Works	نِظَارَة الْأَشْغَالِ الْعُمُومِيَّة
Legislative Body	الْأَيْنَةُ الشَّرْعِيَّة
Legislative Council	مَجْلِسِ شُورَى الْقَوَائِنِ
General Assembly	الْجُمُعِيَّة الْعُمُومِيَّة

ADMINISTRATIVE HIERARCHY

Permanent Staff	مُسْتَحْدَمُونَ دَاخِلُونَ فِي هَيْئَةِ الْعُمَال
Unclassified Employés	مُسْتَحْدَمُونَ لَيْسَ لَهُمْ دَرَجَات
Agents hors cadres	خِدْمَة خَارِجُونَ عَنْ هَيْئَةِ الْعُمَال
Common Servants	خِدْمَة سَائِرَة

Minister	نَاظِر	Inspector	مُقَشِّش
Adviser	مُسْتَشَار	Sub-Inspector	وَكِيل مُقَشِّش
Under-Secretary of State	وَكِيل نِظَارَة	Assistant-Inspector	مُسَاعِد مُقَشِّش
Director-General	مُدِير عَام	Private Secretary	سَكْرَتِير خُصُوصِي
Controller	مُرَاقِب	Chief clerk	رَئِيس قَلَم
Director	نَاظِر إِدَارَة — مُدِير	Second clerk	وَكِيل قَلَم
Sub-Director	وَكِيل إِدَارَة	Clerk	كَاتِب

Official	مَوْظَف	Cashier	صَرَاف
Employé	مُسْتَحْدَم	Keeper of Records	أَمِين مَحْفُوظَات
Foreign	أَجَنَبِي	Bursar	أَمِين تَوْرِيذَات
Native	وَطَنِي	Librarian	أَمِين مَكْتَبَة
Permanent	دَائِم — مُثَبَّت	Store-Keeper	مُخَزِّنِي
Temporary	ظُهُورَات	Messenger	سَاع



THE BUDGET

Budget	مِيزَانَةٌ	Allowances	مُرْتَبَات
Year 1910	سَنَةِ ١٩١٠	Pensions	مَعَاشَات
Chapter	فَصْل	Indemnities	تَعْوِضَات
Receipts	إِيرَادَات	Subventions, grants	إِعَانَات
Expenditure	مَصْرُوفَات	Gratuities	مُكَافَات
Ordinary expenditure	مَصْرُوفَات عَادِيَّة	General Reserve	إِحْتِيَاطِيٌّ عُمُومِيٌّ
Special expenditure	مَصْرُوفَات خُصُوصِيَّة	Credits	إِعْتِمَادَات
Secret expenditure	مَصَارِيف سِرِّيَّة	Supplementary credit	إِعْتِمَادٌ إِضَافِيٌّ
Miscellaneous expenses	مَصَارِيف مُتَنَوِّعَة	Dues	رُسُوم
Unforeseen expenses	مَصَارِيف غَيْر مُنْظُورَة	Taxes	عَوَائِد
General expenses	مَصَارِيف عُمُومِيَّة	Taxation, taxes	أَمْوَال
Transport expenses	مَصَارِيف انْتِقَال	Estimates	تَقْدِيرَات
Cost of printing	مَصَارِيف مَطْبُوعَات	Surplus	زِيَادَة
Sundries	مَصَارِيف نَثْرِيَّة	Deficit	عَجْز
Travelling allowances	بَدَل سَفَرِيَّة	Saving	وَفَر
Salary	مَاهِيَات	Transfer	تَقْل — تَحْوِيل

ADMINISTRATIVE WORDS IN FREQUENT USE

Rescript	إِرَادَة سَنِيَّة
Khedivial Ordinance	أَمْر كَرِيم
Law, Code	قَانُون
Decree	أَمْر عَال
Ministerial Order	قَرَار وَزَارِيّ
Statute, regulation	لَائِحَة
Circular	مَنْشُور
Notice	إِعْلَان
Agreement	إِتْفَاق
Report	تَقْرِير
Memorandum	مَذْكُرَة
Letter	مُكَاتَبَة — إِفَادَة — رِسَالَة
Order	أَمْر
Decision	قَرَار
Certificate	شَهَادَة
Draft, project	مَشْرُوع
Copy	صُورَة — نُسخَة
Leave	إِجَازَة



MINISTRY OF WAR

Headquarters Staff	أَرْكَان حَرْب
Military School	مَدْرَسَة حَرْبِيَّة
Department of Supplies	لَوَاكِمَات الْجَيْش
Recruiting Department	إِدَارَة الْقُرْعَة
Equipment	تَجْهِيْزَات
Munitions	ذَخَائِر
Rations	تَعْيِيْنَات
Garrison	حَامِيَة
Escort	حَرْس
General	قَائِد — جِنْرَال
Adjutant General	أَدْجُوْتَانْت جِنْرَال
Aide de camp	يَاوِر
Officer	ضَابِط
Non-commissioned officer	صَفّ ضَبَّاط
Soldier	جُنْدِيّ — عَسْكَرِيّ

MINISTRY OF EDUCATION

Superior Council	اَلْمَجْلِسُ اَلْاَعْلَى
School Management Committee	اَللَّجْنَةُ اَلْعِلْمِيَّةُ اَلْاِدَارِيَّةُ
School of Medicine	مَدْرَسَة الطِّبِّ
School of Engineering	مَدْرَسَة اَلْمُهَنْدِسِيَّة
Khedivial School of Law	مَدْرَسَة اَلْحُقُوقِ اَلْخِدِيْوِيَّةِ
Training College	مَدْرَسَة اَلْمُعَلِّمِيْنَ
School of Agriculture	مَدْرَسَة اَلزَّرَاعَة
Technical School	مَدْرَسَة اَلصَّنَاعَةِ
Industrial School	مَدْرَسَة اَلصَّنَاعَة
Egyptian Mission	اَلْاِرْسَالِيَّةُ اَلْمِصْرِيَّةُ
Primary school	مَدْرَسَة اِبْتِدَائِيَّة
Secondary school	مَدْرَسَة ثَانَوِيَّة
Higher college	مَدْرَسَة عَالِيَّة
Special school	مَدْرَسَة خُصُوْصِيَّة
Boys' school	مَدْرَسَة بَنِيْنَ
Girls' school	مَدْرَسَة بَنَات
Department of Agriculture and Technical Education	إِدَارَة اَلزَّرَاعَة وَ اَلتَّعْلِيْمِ اَلصَّنَاعِيّ
Model Workshops	اَلوُرَشُ اَلصَّنَاعِيَّةُ
Khedivial Library	اَلْكُتُبْخَانَةُ اَلْخِدِيْوِيَّةُ



MINISTRY OF THE INTERIOR

Central Administration	ديوان العموم
Public Security Department and Press Bureau	قسم الضبط والمطبوعات
Identification Service	قسم تحقيق الشخصية
Police Service	قسم البوليس
Mudiria, province	وكيل مديرية Sub-Mudir, wekil
Governorate	محافظ Governor
Markaz, district	وكيل محافظة Sub-Governor
Mudir	حکمندار پوليس Commandant of police

أبلديات Municipalities

Municipal commission	مجلس بلدي
Local commission	مجلس محلي
Municipal delegation	مأمورية بلدية
Electoral college	لجنة الانتخابات
Elected members	الأعضاء المنتخبون
Exporters	تجار الصادرات
Importers	تجار الواردات
Proprietors	أصحاب الأملاك

Department of Public Health	مصلحة الصحة العمومية
Scavenging and Watering Service	قسم الكس والرش
Khedivial Laboratory	المعمل الكيماوي الخديوي
Hygienic Institute	المعمل البكتريولوجي
Vaccine Institute	معمل استخراج المادة الجذرية

Medical Service	القسم الطبي	Veterinary Surgeon	طبيب بيطري
Veterinary Service	القسم البيطري	Chemist	كيماوي
Antirabic Institute	مستشفى الكلب	Midwife	حكيمة - قابلة
Ophthalmic hospital	مستشفى الرمد	Prophylactic measures	إحتياطات صحية
Lunatic Asylum	مستشفى المجاذيب	Infections diseases	أمراض عفنة
Slaughter-house	سلاخانة	Disinfection	تطهير
Principal medical officer	حكيم باشي	Drugs	أدوية

Prisons Department تفتيش عموم السجون

Reformatory School	إصلاحية الأحداث	Prison	سجن
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Repression of Slave Trade Department مصلحة منع تجارة الرقيق

Sanitary, Maritime and Quarantine Board	مجلس الصحة البحرية والكرتينات		
Encampment	محجر	Pilgrims	حجاج



MINISTRY OF PUBLIC WORKS

Administrative Service	قِسْمُ الْإِدَارَةِ
Technical Service	قِسْمُ الْهَنْدَسَةِ
Irrigation Department	تَقْنِيشُ عُمُومِ الرِّيِّ
1st Circle of Irrigation	تَقْنِيشُ رَيِّ الْقِسْمِ الْأَوَّلِ
Conversion of Basins	تَحْوِيلُ الْحِيَاضِ
Buildings Department	إِدَارَةُ عُمُومِ الْمَبَانِي
Tanzim and Roads Service	إِدَارَةُ التَّنْظِيمِ وَالطَّرِيقِ
Zoological Garden	حَدِيقَةُ الْحَيَوَانَاتِ

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Director of Works	مُدِيرُ أَعْمَالِ
Chief Engineer	بَاشْمُهَنْدِسِ
Electrical Engineer	مُهَنْدِسُ كَهْرَبَائِيٍّ
Mechanical Engineer	مُهَنْدِسُ مِيكَانِيكِيٍّ
Architect	مُهَنْدِسُ مِعْمَارِيٍّ
Draughtsman	رَسَّامٌ
Engineering Works	أَشْغَالُ فَنِيةٍ

Reservoir	خَزَّانٌ
Dams	فَنَاطِرٌ
Swing-bridges	كِبَارِي مُتَحَرِّكَةٌ
Upkeep and Repairs	صِيَانَةٌ وَتَرْمِيمٌ
Agricultural Roads	سَكِّكَ زِرَاعِيَّةٌ
Canals and drains	تُرْعٌ وَمَصَارِفٌ
Machines	آلَاتٌ

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Antiquities Department      إِدَارَةُ عُمُومِ الْأَثَارِ

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Railway Administration	مَصْلَحَةُ السِّكِّكَ الْحَدِيدِيَّةِ
Permanent Way Department	قِسْمُ هَنْدَسَةِ السِّكِّكَ
Traffic Department	قِسْمُ الْإِدَارَةِ
Goods Department	قِسْمُ الْبَضَائِعِ
Rolling Stock Department	قِسْمُ هَنْدَسَةِ الْوَابُورَاتِ

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Telegraph Department      مَصْلَحَةُ التَّلْغِرَافَاتِ



MINISTRY OF JUSTICE

Court of Appeal	مَحْكَمَةُ اسْتِنَاف	Counsellor, judge	مُسْتَشَار — قَاضٍ
Assize Court	مَحْكَمَةُ جَنَايَات	Judges	قُضَاة
Mixed Tribunal	مَحْكَمَةُ مَخْطِطَة	Chief clerk, registrar	بَاشْكَاتِب
Native Tribunal	مَحْكَمَةُ أَهْلِيَّة	Registrar	كَاتِبْ أَوَّل
Tribunal of 1st Instance	مَحْكَمَةُ اِبْتِدَائِيَّة	Assistant registrar	كَاتِبْ ثَانٍ
Mehkemeh	مَحْكَمَةُ شَرْعِيَّة	Usher	مُخَضِّر
Parquet	النِّبَاة	Copying-clerk	مِيض
Registries	أَقْلَامُ الْكُتَّاب	Copyist	نَسَاح
President of a tribunal	رئيس مَحْكَمَة	Medico-legal expert	طَبِيبْ شَرْعِيّ
Procureur-Général	نَايِبْ عُمُومِيّ	Sitting	جَلْسَة
Chef de parquet	رئيس نِيَابَة	Lawsuit, action	قَضِيَّة
Substitute	وَكِيل نِيَابَة	Judicial police	الضَّبْطِيَّة الْقَضَائِيَّة

OTHER DEPARTMENTS

Caisse de la Dette Publique صُنْدُوقُ الدِّينِ الْعُمُومِيِّ

Guaranteed debt	الدِّينُ الْمَضمُون
Privileged debt	الدِّينُ الْمُمْتَاZ
Unified debt	الدِّينُ الْمُوَحَّد
Loan	سُلْفَة — قَرْض
Annuity	قِسْط سَنَوِيّ
Interest	فَائِدَة
Redemption	اِسْتِغْلَاك
Title-deeds	أَوْزَاق مَالِيَّة
Shares	أَسْهُم
Debentures	سَنَدَات

Wakfs Administration إِدَارَة عُمُومِ الْأَوْقَاف

State Domains Department مَصْلَحَة الْأَرَاضِي الْأَمِيرِيَّة

Museum of Arab Art دَارُ الْأَثَارِ الْعَرَبِيَّة

Khedivial Agricultural Society الْجَمْعِيَّةُ الزَّرَاعِيَّةُ الْخَدِيوِيَّة



SUDAN GOVERNMENT

Office of the Governor-General	مَكْتَبُ الْحَاكِمِ الْعَامِّ
Office of the Inspector-General	مَكْتَبُ الْمُفْتِشِ الْعَامِّ
Civil Secretary's Department	إِدَارَةُ السِّكْرَتِيرِ الْمَلِكِيِّ
Legal Secretary's Department	إِلْدَارَةُ الْقَضَائِيَّةِ
Financial Secretary's Department	إِلْدَارَةُ الْمَالِيَّةِ
Intelligence Department	إِدَارَةُ الْمُخَابَرَاتِ
Education Department	إِدَارَةُ الْمَعَارِفِ
Woods and Forests Department	إِدَارَةُ الْغَابَاتِ
Agriculture and Lands Department	إِدَارَةُ الزَّرَاعَةِ وَالْأَرْضِ
Game Preservation Department	إِدَارَةُ وَقَايَةِ الْحَيَوَانَاتِ الْبَرِّيَّةِ
Survey Department	إِدَارَةُ الْمِسَاحَةِ
Medical Department	إِلْدَارَةُ الطَّبِيَّةِ

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